DOCUMENT RESUME

ED 040 291 VT 011 216

AUTHOR	Haines, Peter G.; And Others
TITLE	Applying the Cooperative Plan of Instruction to Manpower Programs. A Handbook for Supervisors and Coordinators.
SPONS AGENCY	Michigan State Dept. of Education, Lansing. Div. of Vocational Education.
PUB DATE	70
NOTE	176p.
AVAILABLE FROM	State Director of Vocational Education, Michigan Department of Education, Lansing, Michigan 48910
EDRS PRICE	EDRS Price MF-$0.75 HC-$8.90
DESCRIPTORS	*Administrator Guides, *Cooperative Education, Educational Programs, Instructor Coordinators, *Manpower Development, On the Job Training, *Program Administration, *Program Coordination, Vocational Education

ABSTRACT

Developed by a research and development program director, research associate, and curriculum consultant and reviewed by Manpower Development and Training (MDT) personnel, this handbook is for supervisors and coordinators of MDT programs. The first part contains basic information on understanding the cooperative plan of instruction, which includes a discussion of goals, programs, and trainees, as well as background of the use and overview of the cooperative plan as it relates to manpower training. The second part emphasizes the organization and administration of an MDT-cooperative program, the development of the cooperative training station, and the correlation and coordination of related instruction with on-the-job experiences. A topic locator and glossary are included as well as many charts and sample forms. (Author/SB)

ED0 40291

RESEARCH AND DEVELOPMENT PROGRAM
In Vocational-Technical Education

APPLYING THE COOPERATIVE PLAN OF INSTRUCTION TO MANPOWER PROGRAMS

(A Handbook for Supervisors and Coordinators)

by

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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This document was produced by a project staff in the Research and Development Program in Vocational-Technical Education under terms of a contract with the Division of Vocational Education, Michigan Department of Education. The contract was under the immediate direction of the state staff members charged with responsibility for MDT programs. The contractor was encouraged to express freely the professional judgment of the staff in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent the official position or policy of the state or federal government agencies related to MDT programs.

VT011216

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1970

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FOREWORD

It is now apparent to all knowledgeable educators that programs of manpower education for the underemployed and the unemployed will be with us for a very long time.

Earlier, some educational personnel might have thought that Manpower Development and Training Programs were a "thing of the moment"--another federal action to plug a hole. Now, it seems quite apparent that our society has created problems which are now as well as tomorrow. With this understanding of today's problems, manpower educators have turned to the cooperative plan of instruction as one tool in their arsenal of educational methods.

The justification for this publication is perhaps best expressed by the recent statement made by a state staff member charged with the responsibility for MDT programs: "Notable progress has been made by local educational agencies under the Manpower Development and Training Act, in adapting and developing educational programs to meet the needs of individuals not having sufficient skills for today's job market. This adaptability, and the striving for new methods and new ways, must be carried on if continued success is to be made. One of the methods which offers promise in providing another instructional tool is Cooperative Education. This historically proven educational process will provide an additional instructional method and the increased flexibility necessary to meet the needs of our diverse training population."

The thought expressed above and the knowledge that the cooperative plan can become a long-range thrust--rather than a "crash program"--to help MDT trainees attain their occupational goals gave this document added importance in the literature of MDT.

The project staff here at Michigan State University recognized at the very beginning the need for this document to have its roots in the on-site beliefs and the actions of MDT personnel. The staff were knowledgeable about cooperative education and vocational education, but their competence needed to be tested against the realities of MDT practice. The generalizations of cooperative education needed to be modified to meet MDT programming needs and expectations. To this end, a series of actions were undertaken.

First, the staff made a series of field visitations, including the following skills centers: John F. Kennedy Center for Vocational Education (Philadelphia, Pennsylvania); Patrick V. McNamara Skill Center (Detroit, Michigan); Phoenix (Arizona) Area Manpower Training Center; Tucson (Arizona) Area Manpower Training Center; Muskegon (Michigan) Skill Center and Milwaukee (Wisconsin) Technical College. MDT projects were also observed in a number of visitations to area vocational schools in several states. Conferences were held with state staff and USOE-MDT officials.

Secondly, a preliminary manuscript review conference was held in December, 1969, through the courtesy of the Detroit AMIDS, Joseph V. Tuma, Director. The following persons were involved: Margery Eveland, Detroit AMIDS; James A. Barrett, Assistant Director, Indiana Vocational Technical College, Indianapolis, Indiana; Clyde Remmo, MDTA Skill Center, South Bend, Indiana; George McWatt, Director, McNamara Skill Center, Detroit, Michigan; Fred Roys, Director, Muskegon (Michigan) Area Skill Training Center; Paul B. Hansen, Director of MDT Programs, Milwaukee (Wisconsin) Area Technical College; Robert Finch, Director, Division of Continuing Education, Cincinnati, Ohio; Richard Beiwer, Director, Bismarck (North Dakota) Pre-Vocational Center; Walter S. Ramey, Supervisor, Des Moines (Iowa) Comprehensive Vocational Facility; John Schneider, Coordinator, Area Industrial Institute, Evansville, Indiana; John Nesser, Project Supervisor for MDT, Ohio Adult Education Center, Columbus, Ohio; Jerry Burns, Assistant Coordinator for MDT, Chicago (Illinois) Public Schools; Clyde Nelson, Chicago (Illinois) Board of Education; and Bob Brown, Director, Oklahoma AMIDS, Oklahoma City, Oklahoma.

Thirdly, the first full draft of this manuscript was sent to a specially selected review and editing panel including: Robert K. Eissler, State Coordinator for MDT, California State Department of Education; John Dutton, State Supervisor for MDT, Arizona State Department of Vocational Education; Roy Beck, Director of Fort Worth (Texas) MDTA Skill Center; William Foster, MDT Supervisor, Missouri State Department of Education; L. E. Nichols, State Supervisor for MDT, Georgia State Department of Education; Clyde Remmo, MDTA Skill Center, South Bend, Indiana; and Warren G. Meyer, Professor of Vocational Education, University of Minnesota. A teacher-training workshop was held for AMIDS personnel under the auspices of the Detroit AMIDS with Joseph V. Tuma and his staff. This workshop also provided a fine opportunity to review the content of this document in broad scope.

The final draft of the manuscript was subjected to scrutiny by Arnold Loomis, State Supervisor for MDT Programs, Michigan Department of Education; Kenneth E. Walsh, Consultant for MDT Programs, Michigan Department of Education; and Donald Hiserodt, Chief, State Administration Section, Division of MDT, U. S. Office of Education.

The project staff wish to express their appreciation to all those MDT personnel who assisted in this endeavor. But major thanks are extended to our project officers--Arnold Loomis and Kenneth Walsh of the Michigan Department of Education and to Donald Hiserodt of the U. S. Office of Education. These people are our colleagues who devoted much more than what is required by their jobs because each believes in MDT and in Cooperative Education.

Peter G. Haines, Project Director
Michigan State University
East Lansing
1970

A NOTE TO THE READER

The project staff know from their readings, conferences, and travels that some of the fundamental techniques of the cooperative plan have been used in selected local manpower programs. But this document is the first in attempting to outline clearly the nature and function of the cooperative plan of instruction and its application to manpower programs.

It is important that you, the reader, recognize that many of the generalizations in this document need test by actual tryout. It is also important to recognize that many of the sample forms were adapted from those used in public school cooperative programs or were devised to meet what appear to be special needs in manpower programs. The project staff clearly recognize that the local manpower personnel will need to adapt these forms to their needs.

One further comment--there are many items in this document which relate to organizing and administering the cooperative plan. But, material was deliberately omitted concerning initial organizational aspects regarding questions of financing and state policies. These are theprerogative of the state staff and those responsible for the administration of local manpower programs.

P. G. H.

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PART A

BASIC UNDERSTANDINGS ABOUT THE COOPERATIVE PLAN AND MANPOWER PROGRAMS

I. WHAT THE COORDINATOR NEEDS TO KNOW ABOUT MDT

A. MDT -- ITS GOALS AND PROGRAMS

The basic manpower programs the coordinator works with came about through federal legislation in 1962. However, there are many manpower education programs in addition to those under MDT. The coordinator has a special role in interpreting MDT to the many publics with whom he works -- management and their supervisory personnel, advisory committees, trainees, public school personnel, and the like. Thus, the coordinator should be thoroughly familiar with basic MDT goals, legislation and policy, and types of programs.

Philosophy and Legislation

The Manpower Development and Training Act of 1962, considered a bench mark in domestic economic legislation, established two new types of programs in the development and utilization of manpower: (a) a broad program of research in the field of manpower; and (b) a program for training unemployed and underemployed workers. The Act was the result of a general directive of Congress:

1. To identify present and future manpower shortages.
2. To seek out and train those persons who can be qualified to fill these manpower shortages through education and training.
3. To provide government leadership in retraining and upgrading those persons lacking occupational skills who have been dislocated and displaced in the economy as a result of technology, automation, foreign competition, relocation of industries, or shifts in market demands.
4. To improve planning and expand efforts required to assure that men, women, and young people will be trained and available to meet shifting employment.

Under Title I the Act requires the Department of Labor (Manpower Administration) to oversee the program of research and to study important problems in the areas of manpower requirements, development, and utilization. Research has been conducted to develop and compile information regarding skill requirements, occupational outlook, job opportunities, labor supply in various skills, and employment trends. Information to be used in education, training, counseling, and placement activities has also been valuable in the planning of vocational guidance programs in centers, employment offices, and business and labor organizations.

Title II of the Act provides for the training and skill development programs, both institutional and on-the-job training, to prepare workers for job opportunities. Another provision authorizes a program of supplemental basic education for those workers who could not otherwise qualify for or benefit from occupational training. The administration of such programs is designated to the Department of Health, Education and Welfare through its regional offices and more specifically to the MDT divisions within the state vocational education programs.

MDT Occupational Programs

Primary emphasis in institutional training is given to occupational training. However, special instruction in the general areas of language and communication skills (reading, writing, language skills) has often been given in conjunction with occupational training. MDT programs are administered jointly by the U. S. Department of Labor and the Department of Health, Education and Welfare; therefore, agreements between the two departments to provide facilities and services aided in the implementation of the program. Special programs for the testing, counseling, and selection of trainees were also authorized so that persons 16 years of age or older who could not obtain employment would be able to obtain the needed education and occupational training.

The Act's provisions also provide for the development of on-the-job training programs under the direction of the U. S. Department of Labor to upgrade the skills of the work force and to provide unemployed workers with new skills needed to obtain jobs. Where on-the-job training programs require supplementary classroom instruction, appropriate arrangements are made with the Department of Health, Education and Welfare through the U. S. Office of Education.

Selection of MDT Trainees

In the selection of trainees for MDT programs, priority is given to (a) persons who are unemployed and (b) persons to be trained for skills needed in the labor market area in which they reside and/or in the state in which they reside. Since Congress passed the original Act in 1962, more than one million persons have been enrolled in training, nearly three-fourths or 715,000 persons in institutional programs and the remainder in on-the-job training or in some combination of the two.

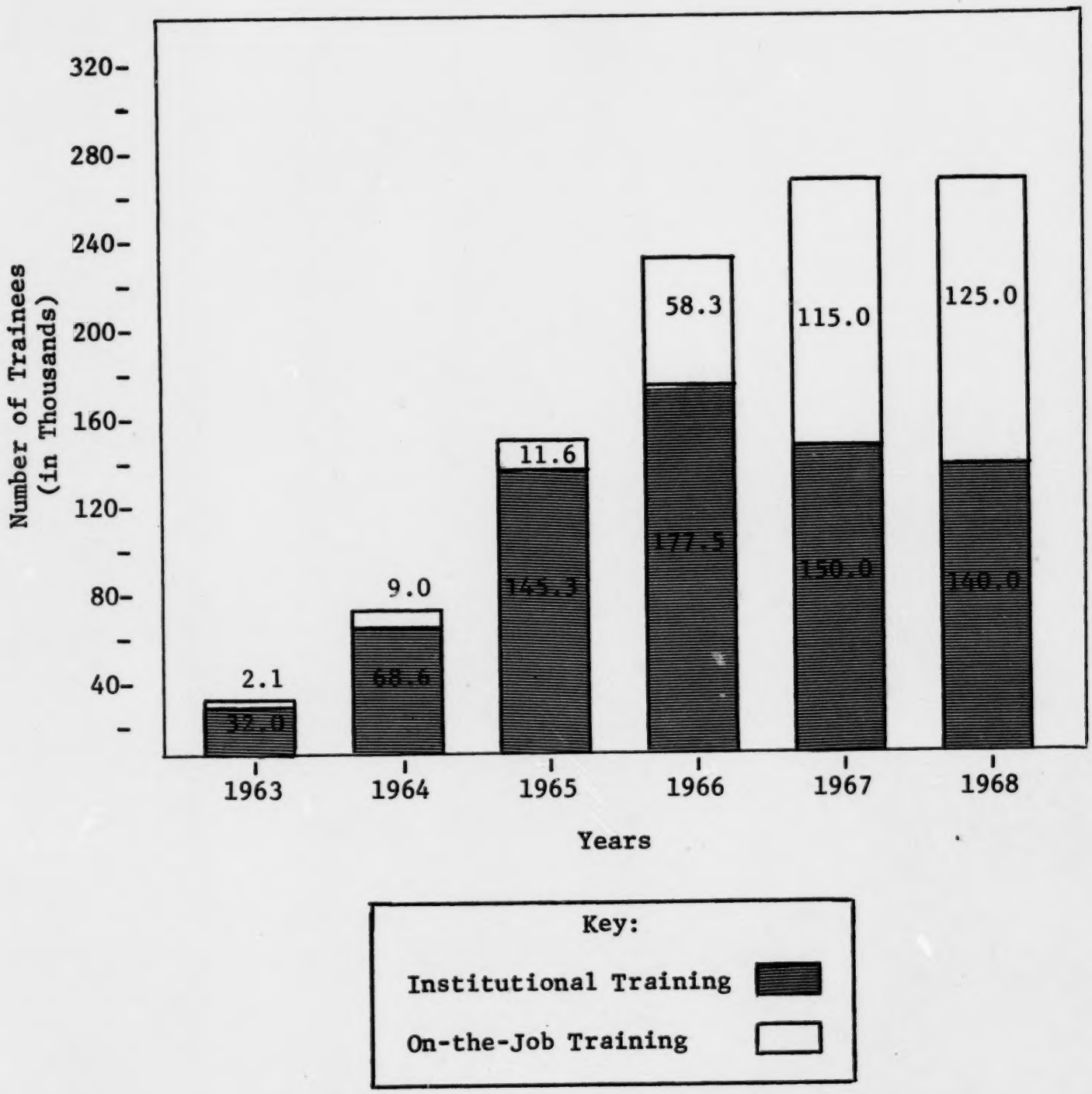
As economic activity increased after 1962 and experienced workers were rehired, the focus of MDT programs shifted. Amendments to the Act expanded the youth portion of the program, emphasis was given to the disadvantaged, and additional basic education and ancillary services were provided. Special groups with the greatest employment difficulties were identified (culturally impoverished and poorly educated youth, the middle-aged unemployed, minority groups, persons with low educational achievement, the rural poor) and were included in MDT programs.

Enrollment in MDT Programs

From the inception of MDT programs, the enrollments in both institutional and on-the-job training have increased from a total of 34,100 in 1963 to 265,000 in 1968. The chart on the following page gives a pictorial view of enrollment in MDT institutional and on-the-job programs from 1963 through 1968.

Chart 1

TOTAL ENROLLMENTS IN MDT INSTITUTIONAL AND ON-THE-JOB TRAINING PROGRAMS, 1963-1968*



*U. S. Department of Labor, Statistics on Manpower, A Supplement to the Manpower Report of the President, Washington, D. C.: U. S. Government Printing Office, March, 1969, 88-89.

Amendments to the Act and Regulations

Since 1962 amendments have been added to the MDT four different times. The following synopsis gives an outline of these provisions:

1963

1. Provided funds and authority for basic literacy training and associated with skill training.
2. Lowered the age limit for the youth training allowances.
3. Enlarged the proportion of program funds available for youth allowances.
4. Permitted part-time employment (up to 20 hours per week) for persons in institutional training without reduction in training allowances.
5. Provided for greater program flexibility through use of private training facilities.

1965

1. Provided expanded federal assistance for active job development in service and related occupations.
2. Encouraged the use of private facilities for institutional training by allowing federal funds to be expended for training in such facilities when the cost would be equivalent to instead of below that of training in public facilities.
3. Extended the life of MDT training program activities.

1966

1. Emphasized the need for experimental programs of part-time training to meet problems of critical skill shortage.
2. Authorized special programs for the vocational training of inmates in correctional institutions and those workers 45 years of age or older.
3. Recognized the need for medical assistance for trainees who need physical examinations or treatment in order to be referred to skill training.

1968

1. Provided expanded ancillary services.
2. Provided additional funding for MDT institutional programs (basic education, skill training, counseling).
3. Emphasized the role of the Skills Center.
4. Emphasized prime-time training.

B. THE PEOPLE TO BE SERVED -- THEIR CHARACTERISTICS

Individual MDT trainees differ in regard to level of educational achievement, capacity to learn, age, employment experience, race .... it is extremely difficult to characterize the "typical" trainee. The emphasis in MDT training is upon training the disadvantaged individual. In order to be classified "disadvantaged" for MDT selection purposes, a referral must possess two or more of the following characteristics:

Nonwhite
Less than 12 grades of education
Unemployed at least 15 weeks
Under 22 years of age
45 years of age or older
Handicapped
Poor, without suitable employment
A public assistance recipient

In order to qualify for training, a trainee must be certified by the State Employment Service. If he has been employed before, the trainee may have been under-employed and working below his skill capabilities. The MDT trainee has the desire to better himself, but usually he is not aware of what is involved in doing so.

Nonwhite

Some trainees, e.g., Spanish-speaking, lack the language skills necessary to use the job skills they have. Other nonwhite trainees, particularly young Negro men, come from urban areas in which there is a high concentration of unemployment among young people. In 1968 almost half of the 140,000 persons enrolled for MDT training were nonwhite.

Educational Attainment

The majority of MDT trainees have less than 12 grades of education or are school dropouts from one of the high school years (grades 9-12). A very small number of trainees have ever had any previous vocational training. Persons with low educational achievement have considerable employment difficulty. Even those trainees who have had employment experience in poorly paid, seasonal, or temporary jobs may not possess enough reading, writing, and mathematical skills to compete successfully in the labor market.

The trainees in basic education classes represent a wide range of educational attainment and aptitude. Some of the trainees are unable to read or write; others do read and write but function below the level of the last school grade completed. Still others may have difficulty in reading, writing, or speaking English. Because of these deficiencies, a trainee may be almost functionally illiterate.

Employment Experience

The majority of MDT trainees during the first six years of the program were unemployed immediately before they entered training. The trainees' previous employment records may be poor, and many of them may be unemployed heads of households. Nearly half of the MDT trainees may be unable to obtain permanent employment or have adequate work experience.

Young people who drop out of high school each year unequipped for a job, those persons displaced with obsolete skills, and those working full- or part-time at poverty wages make up a larger number than can be accommodated in MDT programs.

Age

The largest proportion of trainees are between 22 and 44 years of age, but young people under the age of 22 represent nearly half of the total enrollment in MDT programs. More youth are now being reached through MDT programs than ever before.

Almost half of the trainees were 45 years of age or older during the first few years of MDT. Even though many adults are still being enrolled to upgrade present job skills or develop basic occupational skills, the proportion of trainees in this category has decreased to about 11 per cent of the total number of MDT trainees per year.

Persons with Special Handicaps

Special attention is given to those trainees who are handicapped, physically or mentally. A variety of medical problems may face these

trainees, and MDT programs are vital in providing occupational "helps" for these individuals.

Income

The MDT trainee typically is a person with low income, perhaps as a result of an unstable employment history. At least half of the MDT trainees have come from families whose incomes were below the poverty line.

Most trainees have been unable to gain or regain their economic independence because of their color, ethnic origin, cultural background, personal history, or residence in depressed areas. These trainees may have lost their jobs through advancing technology. Many trainees receive public assistance in the form of welfare, ADC, or unemployment compensation.

Social Problems

Trainees may be adults with family responsibilities or young people who have dropped out of school. They have widely differing personal goals, backgrounds, and learning problems. People from urban and rural areas, Negroes, Spanish-speaking people, American Indians, older workers, prison inmates, and others with such social problems need remedial education and supportive services as well as occupational training to remedy their deficiencies and prepare them for jobs.

Many trainees have had unpleasant relations with law enforcement personnel and agencies or have prison records. They need help in coping with the legalities of the various personal, family, civic, and criminal entanglements which interfere with training and employability. These trainees may need to see, touch, and hear about the subject, just as they need to use and feel evidence of progress and success.

Other Problems for the MDT Trainee

The MDT trainee is an individual. While he may be characterized by averages, he must be recognized as a person who has problems such as the following:

1. Housing for the trainee and his family may be inadequate.
2. The trainee may be a member of a minority group.
3. Transportation to and from the MDT program or to a job may be a constant problem for the trainee.
4. Lacking self-confidence in knowing that he is able to perform a particular task is common.
5. The trainee may possess an inability to pass employment tests.
6. A variety of medical problems face the MDT trainee with a basic need for periodic physical examinations and attention to dental, eye, and ear problems.

7. The trainee may have problems with finding day care for small children at home.
8. The trainee may have had an employment accident, thus making it inevitable that he be displaced from his previous job.
9. The mental health of the trainee is often a problem since he is often not self-determining or self-reliant.
10. Problems connected with drugs or alcohol often affect motivation and performance.

C. THE BACKGROUND OF THE CO-OP MOVEMENT IN MDT

At the request of the U. S. Office of Education (USOE), two documents were prepared in 1968 and 1969 to be used for purposes of discussion related to the use of cooperative education in MDT programs. Significant highlights from these two reports are presented here to depict the growing interest in using the cooperative plan in MDT programs.

* * *

"COOPERATIVE OCCUPATIONAL TRAINING: CAN IT SERVE THE DISADVANTAGED?"*

The following salient facts formed the basic rationale in the first document for investigating the effectiveness of the cooperative plan of instruction in MDT:

1. Even though the Bureau of Labor Statistics estimates 2,000,000 job vacancies at any given time, there are over 4,000,000 unemployed persons in the United States.

2. The United States has a higher rate of youth unemployment than any other industrial nation, and youth from poverty stricken families represent 18 per cent of this rate.

3. The numbers of unemployed persons are growing at the rate of about 100,000 per year.

4. More than 1,200,000 heads of families did not work in 1965.

5. Approximately 4,000,000 disadvantaged Americans live in slum areas and do not have the education, job skills, and motivation to find steady employment to make a decent living for their families.

6. MDT institutional programs provide educational services in skills centers--basic education, vocational guidance, job orientation, and skills training.

7. For the fiscal year 1967, 46 per cent of institutional enrollments were disadvantaged; on-the-job training programs enrolled a much smaller percentage of disadvantaged.

8. Cooperative education has been used successfully in vocational-technical education and in college programs. Therefore, its advantage for MDT programs should be

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*Prepared for the North Central Regional Advisory Committee, March 21, 1968.

examined more closely by the Manpower Advisory Committees.

One of MDT's national goals is to make a maximum effort in providing training opportunities for the severely disadvantaged person. In keeping with this philosophy, the cooperative plan for MDT may be highly flexible in providing the best possible motivational and learning environment for trainees who have difficulty in adjusting to many of the present occupational training programs.

The report defines the MDT-cooperative program as an integrated education and training plan in which the study and work phases are closely related to the acquisition of skills required for a particular job or job cluster. A strong liaison must be maintained between the educational institution and the employers, and much of this responsibility rests with the coordinator employed by the MDT Center.

Another significant factor in the effectiveness of the cooperative plan for the training of the disadvantaged person is the importance placed on the personal and social problems he faces in his everyday living. Whether the trainee is poor ... older ... educationally deficient ... living in the ghetto ... physically or mentally handicapped ... or has a prison record, he may derive many benefits from involvement in a cooperative program. Here are some of these benefits:

1. The trainee sees the importance of personal traits needed for employment.

2. He has greater opportunity for learning and adjusting in both the study and work phases of his training program.

3. He will have the advantage of instructional innovations utilized in MDT programs.

One of the most significant points related to the application of cooperative education, the idea of cooperative occupational training, has not spread widely in MDT perhaps because of the structure of MDT institutional and on-the-job training programs. The report concluded with six essential features which need to be included in the successful MDT-cooperative program:

1. Identification of the role of the public or private school involved in the administration of the program.
2. Utilization of a local cooperative advisory committee.
3. Identification of the role of the cooperating employer.
4. Flexible scheduling to maximize training opportunities.
5. Emphasis on training opportunities within job clusters.
6. Effective coordination handled by a highly qualified and skilled coordinator.

The report terminated with two questions for the Manpower Advisory Committee:

1. Shall MDT-cooperative programs be instituted on a large scale to serve disadvantaged trainees?

2. What action does the Regional Manpower Advisory Committee advocate to launch a full-scale cooperative program?

* * *

"PRELIMINARY REPORT: THE MDTA PILOT COOPERATIVE OCCUPATIONAL TRAINING PROGRAM"*

By the year 1975 the need for technicians in industry as well as other less skilled positions in business and industry will far exceed the number required at present. Another urgent national need is to assist persons who have low educational attainment and little or no work experience to find meaningful full-time employment. Existing institutions are not turning out sufficient numbers of technicians nor are they providing sufficient training opportunities for disadvantaged persons.

On the other hand, industry must expand its own participation in the education of its employees and potential employees if it is to obtain workers in sufficient numbers and with requisite skills. Teamwork is mandatory in planning and implementing education which will be mutually beneficial to the employee and the employer and ease the national need as well.

The cooperative plan concentrates on what the individual does in the process of learning, not where the learning takes place. It affords three distinct advantages to the individual learner:

1. The cooperative program provides facility in welding job theory and job practice.
2. Its structure promotes trainee-employer communications.
3. Its flexibility may expand trainee occupational choice.

The pilot cooperative occupational training program described in this document was developed by the Division of Manpower Development and Training in cooperation with the Department of Labor to demonstrate the applicability of cooperative training to MDT programs. The organization of these pilot programs got underway during the early part of 1969, and as a result seven programs for a total of 475 trainees were established in the following Southern cities of varying population size and characteristics:

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*Prepared for the Subcommittee on Training of the National Manpower Advisory Committee, May 8, 1969.

City	Number of Trainees
Anniston, Alabama	30
Dothan, Alabama	30
St. Petersburg, Florida	100
Macon, Georgia	100
Jackson, Mississippi	75
Knoxville, Tennessee	80
Spartanburg, South Carolina	60

One of the reasons these six Southern states were selected is that at the time they represented one of the few Federal regions in which the Department of Health, Education and Welfare and the Department of Labor boundaries are contiguous, a factor which facilitated the program's administration. Interest and experience of federal, regional, and state officials in cooperative training also entered into the final decision.

The pilot program attempts to answer a number of questions:

1. Does cooperative training permit wider exposure to existing occupational opportunities in a community?

2. Are scheduling and arrangements with employers flexible enough to permit trainees to try out several occupations?

3. What, if any, are the administrative snags which hinder the more widespread application of co-op in MDTA?

4. What is the response of employers to cooperative training for disadvantaged persons?

The report presented a general account of the organization and development of the pilot programs, and some of the highlights are given here to clarify the thrust in cooperative education for MDT.

The pilot cooperative program was divided into these three phases:

Phase I:	*Orientation* *Testing* *Counseling* (2 weeks average)
Phase II:	*Basic Education* *Communications Skills* *Employability Skills* *Pre-vocational Skill Training* (10 weeks average)
Phase III:	*Basic and Remedial Education* *Job Related Training* *Planned Cooperative Occupational Training* (12 weeks average)

Each pilot city developed its program in light of local needs. However, all programs are being operated within the same time framework for the purpose of determining average training and allowance costs. Each trainee receives an average of 22 weeks of training (40 hours per week) which includes testing, counseling, basic education, remedial instruction, related instruction, prevocational experience, communications training, and employability skills training in addition to cooperative training at the work-site.

Initial reaction to the pilot programs has been very favorable especially by employers as indicated in the report. One of the most important reasons for this may be the fact that trainees are not moved lock-step through the training phases but are treated as individuals for whom flexible sequences are planned.

One basic conclusion concerning the effectiveness of the pilot programs indicates that cooperative occupational training is especially effective in training disadvantaged persons.

This final quotation from the document demonstrates the need for education and industry to coordinate future cooperative occupational programs for MDT trainees:

> "In view of the problems confronting industry in training functionally-illiterate persons for entry-level occupations, industry should give serious consideration to the co-op training arrangement with public schools. Over and above the benefits to industry, however, are the benefits for disadvantaged persons who have more time and opportunity to learn what they want, and can do."

* * *

D. MDT LANGUAGE FOR THE COORDINATOR

The coordinator is faced with symbols, terms, and definitions that are unique to manpower programs. In order for the MDT coordinator to communicate effectively with people in business and industry and answer questions they may have about manpower programs, he must understand the "language" of MDT and be able to locate information on various kinds of programs when asked about them.

For example, the coordinator might use the term CAMPS in replying to a question on the administration of MDT programs. He must be able to speak the "language" of MDT. But if he uses only the alphabetic "language" used by manpower personnel, others may not know what he is trying to say. In this case, the coordinator must be ready to explain that CAMPS stands for the Cooperative Area Manpower Planning System and that the main purpose of the CAMPS organization is " ... "

These are some of the manpower programs with which the coordinator should be familiar:*

1 The Bureau of Employment Security (BES) and affiliated State Employment Security agencies make up the Federal-State Employment Security System whose responsibilities include:

a. Helping individuals find jobs which make use of their highest capabilities and skills.

b. Referring workers to employers and giving employment related personnel services.

c. Providing an unemployment insurance program.

d. Helping communities develop and stabilize the employment conditions.

e. Providing information to the public about employment, unemployment, and related aspects of the Employment Security Program.

f. Assisting in the solution of employment problems of such special segments of the population as agricultural workers and employers, older workers, the handicapped, youth, military retirees and veterans, and minority groups.

2 The Bureau of Apprenticeship and Training (BAT) promotes and helps improve apprenticeship programs in apprenticeable trades, reviewing such programs for adherence to minimum Federal Standards; promotes equality of opportunity in all industry training; and gives technical assistance and provides training aids.

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*Manpower Teachers Manual. Arizona: State Department of Vocational Education, October, 1969, pp. 29-35.

3 The Cooperative Area Manpower Planning System (CAMPS) is an agreement that:

> "To promote further interagency coordination at all levels of administrative responsibility, the Federal administrators of major manpower development and related programs agree to engage in cooperative planning and implementation of program activities ..."

4 The Concentrated Employment Program (CEP) (MDTA as amended, 1962; Economic Opportunity Act of 1964, as amended) places emphasis on:

a. Those areas and individuals in the greatest need of assistance.

b. Personal and individual attention for each active participant.

c. Heavy private sector involvement.

CEP is intended to reach out and recruit those persons in areas served who are most in need of training or work. It provides a general orientation program in which coaches/counselors work with enrollees on an individual basis to prepare them for referral to the action phase of the program. Enrollees are then referred either to jobs, appropriate training programs or to the school system. A combination of these actions may also be used.

Throughout their CEP experience, enrollees will receive whatever supporting services are required to allow them to move toward productive employment. This support will include, where necessary, medical and dental care, legal aid, day care facilities for children of working mothers, and guidance in the use of available transportation.

A serious effort is being made to work with private employers and labor unions to line up special job opportunities that have previously been closed to the hard-core jobless. There will be follow-up after an enrollee takes a job. In this way, assistance needed to help the enrollee become self-sufficient on the job is provided.

5 The Neighborhood Youth Corps (NYC) (Economic Opportunity Act Amendments of 1967, Title I, Part B, Section 123 (a) (1) and (2) is designed to make it possible for youth to remain in, or return to, school; gain useful work experience; earn an income; and develop their maximum occupational potential through specific training and career-related services.

6 Youth Opportunity Center Programs (YOC) reach out and identify work needs of youth; select, test, and counsel youth entering the job market; provide youth with the necessary services and skills to improve their employability; and provide them with satisfactory placement.

With emphasis on help for disadvantaged youth, Youth Opportunity Center Programs coordinate employment information and services to improve job organizations through a two-way flow of information and assistance. Youth Opportunity Centers emphasize employability, job development, and referral of individuals to jobs. They provide information on the anti-poverty program to other youth agencies, schools, health and welfare agencies, etc.

Youth Opportunity Centers have some special responsibilities. These include acting as a principal referral agent to neighborhood youth projects, to JOB CORPS, securing VISTA volunteers, selecting and referring youth to specific Manpower Development projects, and assisting with juvenile delinquency problems under the Juvenile Delinquency and Youth Offenses Control Act of 1961.

7 Operation Mainstream (Economic Opportunity Act Amendment of 1967, Title I, Part B, Section 123 (a) (3) has the following two purposes:

a. Through work training and employment projects, augmented by necessary supportive services, this program is designed to provide permanent jobs, at decent wages, for adults with a history of chronic unemployment.

b. Designed for rural areas and towns, projects concentrate on work experience and training activities that will improve communities and those low-income areas where the projects may take place. Such projects may seek to decrease air and water pollution, improve parks, protect wildlife, rehabilitate slum housing or extend education, health, and social services.

8 New Careers Program (Economic Opportunity Act Amendments of 1967, Title I, Part B, Section 123 (a) (4) has the following four purposes:

a. The goals of the New Careers program is to establish, on a permanent basis, new and necessary community service jobs.

b. The program seeks to demonstrate that the restructuring of professional jobs, in both public and private enterprise, will result in improved services, more efficient use of professionally trained persons, and purposeful, dignified employment for the unemployed.

c. Through the technique of re-engineering professional jobs, extracting tasks that require less than professional training and from these, establishing specifications for new jobs, the program seeks to meet critical local shortages--both current and projected--of professional personnel in such essential fields as health, education, and public safety.

d. The program opens up additional career avenues by setting up realistic entry-level requirements and by making progression to better paying and more responsible jobs possible.

9 Special Impact Program--The Economic Opportunity Act Amendments of 1967, Title I, Part D is designed as a way of committing enough resources to selected urban and rural areas with large concentrations and high proportions of low-income persons so that an appreciable impact will be registered on the problems of such areas. (It should be noted that the program has been amended to authorize assistance to rural areas with an emphasis on those rural areas having substantial out-migration to urban areas served. In this way, impact on the problem of rural unemployment will be felt; unemployment which has stimulated heavy population migration to city slums.)

10 On-the-Job Training (OJT) gives jobs now to the unemployed in occupations needed by business and industry. OJT allows private industry to train workers in their own place of business with their own procedures for jobs needed by the employer--trainer. The federal government reimburses the company for training costs and related funds for this program.

11 Job Opportunities in the Business Sector (JOBS) (Sponsor: National Alliance of Businessmen--NAB) is a joint effort of business and government to provide jobs and training for the hard-core unemployed. The NAB is a group of nationally known executives of business and industry invited by the President to promote full-time job opportunities and on-the-job training for the hard-core unemployed and to obtain productive summer jobs for poor youth.

The JOBS program differs from previous manpower training programs in two major areas:

a. The hard-core unemployed are placed on the payroll and then trained.

b. The program provides for funds to offset the added costs of counseling, remedial education, prevocational training, transportation and the full range of supportive services needed to rehabilitate hard-core unemployed individuals into fully productive workers.

12 Work Incentive Programs (WIN) (1967 Amendments to Title IV of Social Security Act) are directed to unemployed persons receiving aid to families with dependent children. The objective is to utilize all available manpower services to provide opportunities and incentives for these individuals to become wage-earning members of society. It is hoped that in turn this will restore their families to independence and useful roles in their communities.

13 Project Transition (PT) has as its purpose the facilitation of the smooth transition of armed forces releasees to civilian life by providing vocational training in a variety of occupations prior to actual separation from the service. The program is part of the nation-wide project for the four branches of the service to implement the President's request to "make available, to the maximum extent possible, in-service training and educational opportunities" to this target.

14 Programs in Correctional Institutions (MDTA of 1962, as amended, Section 251) seek out experiences on which to base a comprehensive program of training and related services for all inmates who are in need of training to obtain suitable, full-time jobs upon release.

15 Manpower Aspects of the Model Cities Program: A program providing funds and assistance under the Demonstration Cities Act of 1966. Sixty-three cities have been chosen as Model Cities in the first selection round. The emphasis is on neighborhood resident participation in order to have a progressive program. A primary goal is to reduce unemployment so that a decent standard of living can be maintained. The Department of Housing and Urban Development is the sponsor.

16 Neighborhood Centers Program: Authorized by Executive Order 11297, this program seeks, in selected cities, to develop new ways to link existing services, making them accessible at the neighborhood level.

17 Office of Economic Opportunity (OEO): Some of the manpower programs offered under the sponsorship of OEO are as follows:

Job Corps
Operation Mainstream
New Careers
Migrant and Indian Manpower Program

18 The Opportunities Industrialization Center Program (OIC) is jointly funded by MDTA and OEO monies. The program emphasizes minority group leadership and extensive use of volunteer and industrial assistance to recruit unemployed workers who have not been involved in public agency programs, to provide them with motivational and work orientation in a "feeder" center and occupational skill training in skill development centers, and to arrange job placement with cooperating employers.

19 Economic Development Administration (EDA) sponsored by the Department of Commerce is designed to promote economic growth in areas designated as having substantial, persistent unemployment, low incomes, or high emigration. The purpose is to bring new industry, expand existing industry, and thus create new jobs.

E. BASIC TYPES OF MDT PROGRAMS

The Organization of MDT Institutional Programs

The Manpower Development and Training Act of 1962 (and its subsequent amendments) provides for two departments of the federal government, the Department of Labor and the Department of Health, Education and Welfare, to coordinate the activities for MDT institutional programs. First, those responsibilities delegated by the Department of Labor to the respective State Employment Service for each state involve the following four functions:

1. Survey of employers in the employment area
2. Determination of occupational needs for the employment area
3. Interviews of prospective trainees
4. Selection of trainees for MDT programs

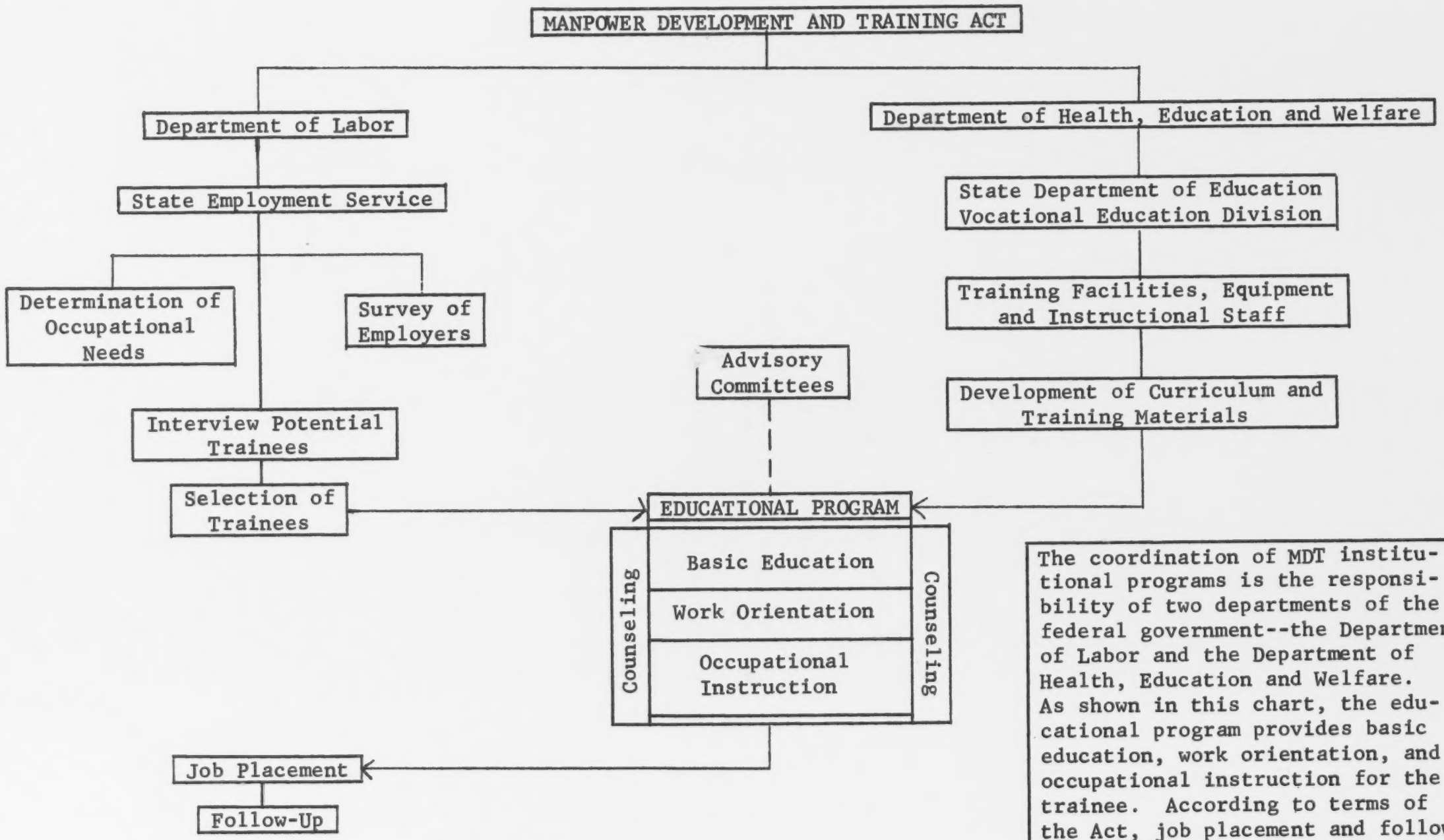
Secondly, the Department of Health, Education and Welfare delegates to the vocational education division of each state department of education the responsibility for providing:

1. Training facilities, equipment, and instructional staff
2. Curriculum and training materials for use in MDT programs

Individual and group counseling, both personal and occupational, is available to each trainee throughout his training program. Instruction in basic education, work orientation, and occupational skill training constitute the major portion of the educational program for the trainees depending upon the individual needs of the trainee. Upon completion of the instructional program, the trainees are placed in permanent jobs with the assistance of the State Employment Service. Follow-up activities are also conducted under the auspices of the State Employment Service. The functional organization for MDT institutional programs is shown in the chart which follows.

Chart 2

THE FUNCTIONAL ORGANIZATION FOR MDT INSTITUTIONAL PROGRAMS



The coordination of MDT institutional programs is the responsibility of two departments of the federal government--the Department of Labor and the Department of Health, Education and Welfare. As shown in this chart, the educational program provides basic education, work orientation, and occupational instruction for the trainee. According to terms of the Act, job placement and follow-up after completion of the program are coordinated by the State Employment Service.

The Cooperative Plan and MDT Institutional Programs

When the cooperative plan is utilized, the instructional program for a given trainee includes actual on-the-job experiences planned in relation to his program.

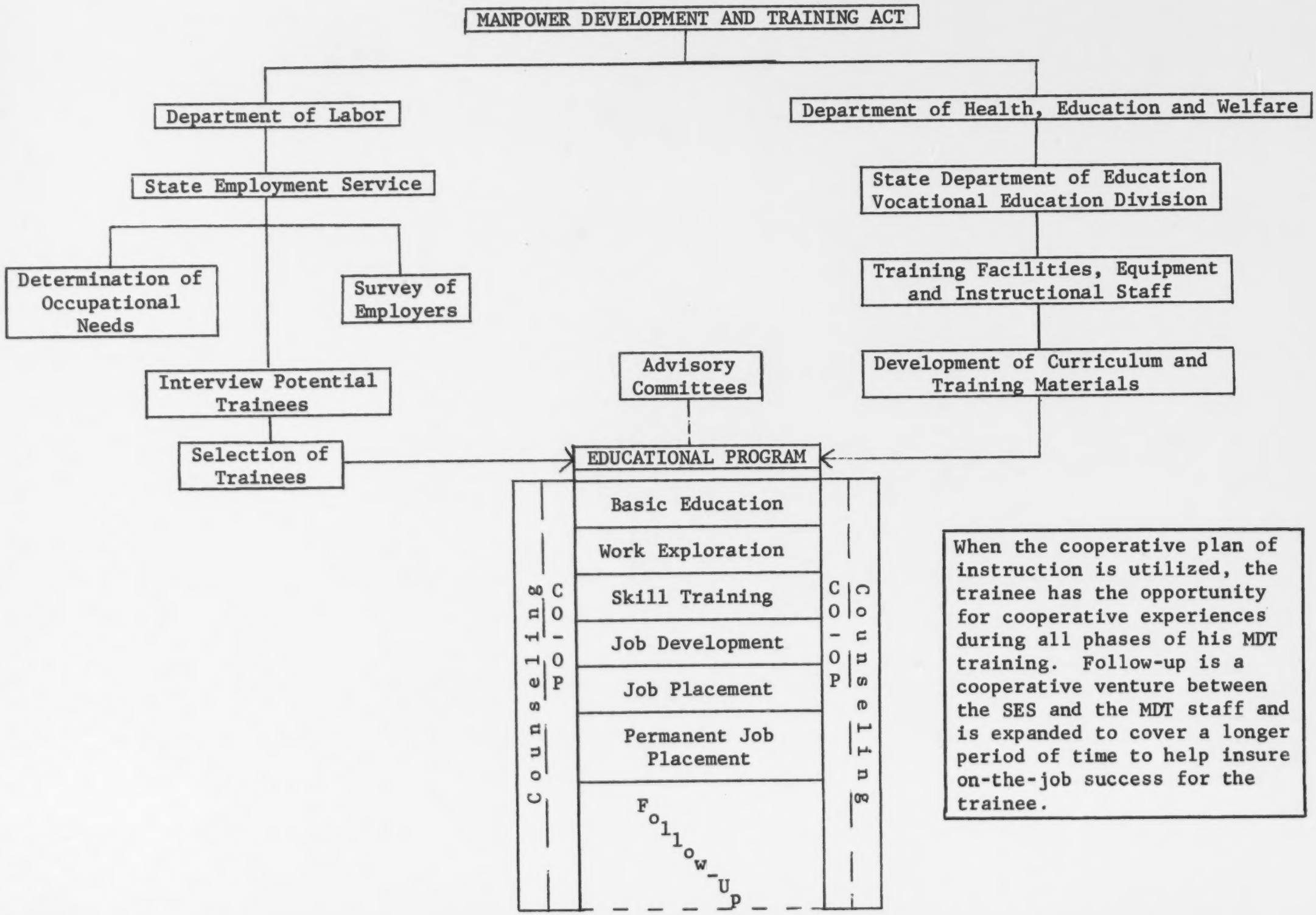
Some of these on-the-job experiences may occur in the work exploration phase of the trainee's program, while others may occur later in the skill development or job development phases of the training. Depending upon the individual needs of the trainee, the length of these on-the-job experiences may range from a few days to a few weeks. Personal and occupational counseling is available to the trainee throughout his program.

Follow-up is provided as a continuation of the educational program and may be handled by the coordinator in cooperation with the State Employment Service.

The following chart illustrates the functional organization for MDT programs when the cooperative plan of instruction is utilized.

Chart 3

THE FUNCTIONAL ORGANIZATION FOR MDT INSTITUTIONAL PROGRAMS
WHEN THE COOPERATIVE PLAN IS UTILIZED



The Concept of Self-Contained and Annualized MDT Programming

The primary focus of all MDT programming is the training of the disadvantaged individual. Some trainees, however, are able to benefit from short periods of training while others require more training because of their personal problems or problems encountered in training sequences.

Two concepts are used in MDT programming -- "self-contained" and "annualized" -- which reflect the methods by which certain kinds of MDT occupational programs are funded and operated. Each programming structure may provide training in several occupational areas. However, one of the greatest differences between the two is the time at which the trainee may enter the program.

With a self-contained program, entry and completion dates are usually specified; and programs can only be operated according to these time limits. The annualized programs are funded on a basis of 12 months or more and, depending on the occupational program offered, may permit the trainee to enter and leave the program at any time.

Both types of programming may provide for full- or part-time administrative staff, depending upon the needs of the occupational programs offered. However, the annualized program may provide a greater degree of continuity of administration and utilization of staff and physical resources. For example, a director for MDT programs oversees various occupational programs; and each program does not necessarily start and end at the same time as any other occupational program.

In one way, the two programs are similar--facilities for either self-contained or annualized programs may be available in public or private educational institutions.

A comparison of MDT programming based upon these two concepts follows.

Chart 4

A COMPARISON OF MDT PROGRAMMING IN THE SELF-CONTAINED AND ANNUALIZED CONCEPTS

SELF-CONTAINED PROGRAMS	ANNUALIZED PROGRAMS
A. Trainee Served: 1. Individuals with average literacy, with some high school education and limited employment experience. 2. Individuals who can benefit and succeed with the short period of training offered.	A. Trainee Served: 1. Individuals with varying degrees of disadvantagement, employment experience, and literacy. 2. Individuals who require individualized attention to meet occupational goals.
B. Enrollment: 1. Limited number of "slots" per program; entry and completion dates are specified in each program. 2. Number of man hours per program; man hours can be broken up according to the training need of individual trainee; provides flexibility in scheduling of "slots."	B. Enrollment: 1. "Slotting in" of trainees for period of time required to meet specific individual training needs. 2. An open-ended, open-entry type of program provides flexibility of entry and completion dates; a trainee could enter an occupational program at any time in order to begin his training.
C. Instruction: 1. Training may be provided in as many occupational areas as funding and market needs permit. 2. Group instruction available in phases of basic education and occupational education. 3. Work exploration phase of occupational training may be geared to certain occupational areas. 4. Basic education and occupational education planned for the individual trainees will be handled by the specialized staff.	C. Instruction: 1. Training may be provided in as many as 15 to 20 occupations. 2. Work exploration provides trainee with samples of a number of different types of work. 3. Instruction may be individualized to meet trainee needs.

Chart 4

A COMPARISON OF MDT PROGRAMMING IN THE SELF-CONTAINED AND ANNUALIZED CONCEPTS (continued)

SELF-CONTAINED PROGRAMS	ANNUALIZED PROGRAMS
D. Counseling: 1. Counseling (group and individual) is provided by specialized staff. 2. Personal and vocational counseling may be provided in coordination with the instruction in each occupational area. 3. Planned program for each trainee will extend for entire length of program.	D. Counseling: 1. Counseling (group and individual) may be provided by specialized staff. 2. Personal and vocational counseling may be provided in connection with the training of a particular trainee. 3. Planned program for each trainee could be longer depending on needs of the individual.
E. Administration: 1. A director for the MDT program may be full-time, depending on program requirements. 2. Support staff (instructional, clerical, non-professional) will be provided for program.	E. Administration: 1. Provision for a full- or part-time administrative and support staff. 2. Continuity of administration throughout the period of funding may provide permanent staff of key personnel and (a) minimize administrative problems and (b) concentrate on improving instruction and services.
F. Facilities: 1. Facilities within a public or private educational institution may be available for MDT programs. 2. An MDT Skills Center may be utilized to facilitate the entire MDT program. 3. "Satellite centers" serving the needs of certain groups of disadvantaged may be located throughout an urban area.	F. Facilities: 1. Full use may be made of the MDT Skills Center to provide space for all MDT programs. 2. Facilities in a public or private educational institution may be available for the program. 3. "Satellite centers" located within an urban area may be utilized to serve the needs of certain groups of disadvantaged.

Three Patterns of MDT Instruction

All MDT programs are designed to help the disadvantaged, unemployed individual in obtaining the skill training he needs to find permanent employment. One of the major differences among the three, however, is how the skill training is provided for individuals of varying disadvantagement. The three basic patterns of instruction for MDT training programs are:

1. Institutional programs

2. On-the-job (OJT) and coupled-OJT programs

3. Institutional programs using the cooperative plan of instruction

Institutional programs provide prevocational, basic, and skill training prior to the time the trainee obtains his initial permanent employment with instruction for a specified period of time and the skill training geared to the trainee's occupational choice. Skill training in OJT and coupled-OJT programs is handled at the place of business by the employer through mostly over-the-shoulder coaching. The cooperative plan of instruction provides on-the-job experiences for the trainee during various phases of his program.

Personal and occupational counseling are an important component of each of the three patterns. Both group and individual counseling are available in institutional and institutional-cooperative programs with attention to the training program of the individual trainee. Counseling is done at the work station during OJT and coupled-OJT experiences and may be limited to initial counseling prior to on-the-job placement.

One difference among programs is the facility utilized for the skill training phase. Institutional programs are usually housed in an educational facility, but instruction in an OJT or a coupled-OJT program is handled at the work station. Instruction based upon the cooperative plan utilizes the coordination of occupational skill training in an MDT instructional center with the requirements of the cooperative training station in business or industry.

The essential components of these three instructional patterns for MDT programs (institutional, OJT or coupled-OJT, cooperative) are shown in the chart which follows.

Chart 5

A FUNCTIONAL COMPARISON OF THREE INSTRUCTIONAL PATTERNS FOR MDT--
INSTITUTIONAL, COUPLED-OJT, AND COOPERATIVE

Institutional Programs	OJT and Coupled-OJT Programs	Institutional Programs Using the Cooperative Plan
A. Individual Served: The disadvantaged or "hard-core" unemployed individual who has had limited employment experience; individual with limited amount of motivation who is involved with many personal problems.	A. Individual Served: The disadvantaged individual who is primarily in the upper-group of training; higher literacy, greater degree of motivation; fewer problems associated with "hard-core."	A. Individual Served: Wide range of individuals, all in the disadvantaged category; those trainees with employment experience, those with little employment experience; individualized.
B. Basic Purposes: Skill training for an occupation which the trainee chooses to pursue and in which there is a need in the labor market.	B. Basic Purposes: Skill training in a specific job title for a job promised by the employer at the end of training.	B. Basic Purposes: Provides for trainee needs at various stages of program: 1. work exploration 2. work adjustment 3. skill training
C. Counseling: Counseling (group and individual) is provided by specialized staff. Personal and vocational counseling may be provided in coordination with the instruction in each occupational area.	C. Counseling: Counseling may be limited to initial counseling prior to on-the-job placement with counseling during OJT period done at the work station.	C. Counseling: Comprehensive group and individual counseling is provided in relation to co-op placement. Each continues after full-time placement.
D. Time of Instruction: Instruction is the focus of the entire educational program and is planned for all phases of the trainee's program.	D. Time of Instruction: Instruction usually takes place during the beginning stages of the trainee's program.	D. Time of Instruction: Instruction is alternated with co-op occupational experience. Regular instructional staff is available when trainee needs particular learning experience.

Chart 5

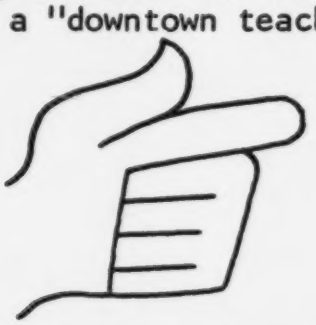
A FUNCTIONAL COMPARISON OF THREE INSTRUCTIONAL PATTERNS FOR MDT--
INSTITUTIONAL, COUPLED-OJT, AND COOPERATIVE (continued)

Institutional Programs	OJT and Coupled-OJT Programs	Institutional Programs Using the Cooperative Plan
E. Instructional Components: 1. Basic education 2. Prevocational training 3. Communication skills 4. Work orientation 5. Skill training	E. Instructional Components: The greater proportion of learning occurs on the job; instruction is given by supervisor and/or fellow workers.	E. Instructional Components: Coordinated learning experiences include: 1. Instructional components of institutional training (see left-hand column) 2. Job experiences, with related instruction
F. Work Allowance: Training allowance is available to trainee.	F. Work Allowance: Trainee's major income is from earnings; he is paid for coupled time which is limited number of hours per week.	F. Work Allowance: Trainee has a training allowance and may retain earnings up to 20 hours per week.
G. Facilities: Programs may be housed within a separate facility (MDT Skills Center) or within a private, public, or quasi-educational institution.	G. Facilities: Programs occupy usually limited space in a non-educational facility.	G. Facilities: Programs usually have related instruction located in a center with various types of classrooms and labs.
H. Administration: Professional and instructional staff located within facility to handle MDT programs.	H. Administration: Subcontracting allows the prime contractor to be an agency (Mobilization for Youth); OJT funds are administered through this agency and earmarked for reimbursement to employers.	H. Administration: Professional and instructional staff are located within facility to handle the coordination. Staff serves as liaison between the related instruction and the employer. Supervision of on-the-job experience is provided by the employer.

II. A BIRDS-EYE VIEW OF THE COOPERATIVE PLAN OF INSTRUCTION

A. THE COOPERATIVE PLAN OF INSTRUCTION

The cooperative plan is an instructional strategy that provides the trainee with directed learning experiences in an actual employment situation while these learning experiences are correlated with classroom instruction in the school. The employing firm becomes, in effect, an extension of the instructional program of the Center, supplying a "downtown teacher" called the "training sponsor."



The key concepts in the cooperative plan are:

1. The trainee's learning needs are individual. A separate plan of directed on-the-job (occupational) experiences must be made for each trainee and an employer found who can and will both provide and direct these experiences.

2. In the institutional classroom the trainee learns those things needed on the job before his cooperative experience and/or along with his cooperative experience. He alternates experiences in school with experiences and directed coaching on the job.

3. The MDT program employs an instructor who may also be a coordinator. In cooperation with the trainee and the training sponsor, the coordinator *selects* the learning experiences the trainee needs, *counsels* the trainee about his job experiences, *recruits and selects* a suitable training station, *visits* the training station to assure that proper experiences are being provided, *acts as a buffer* to assist in solving problems arising on the job, *instructs the trainee* by teaching what is needed when it is needed, and *evaluates* the trainee's directed experiences.

THE COOPERATIVE PLAN IN VOCATIONAL EDUCATION IS WIDELY USED

The cooperative plan of occupational education has been widely used for decades in American educational institutions. There is a question about how the idea originated; but there is no question that it was an outgrowth of the old, time-honored idea of apprenticeship.

The cooperative plan was first used in 1906 by Dean Herman Schneider at the University of Cincinnati where engineering students were required to get directed job experience along with their academic classes. A high school program of work experience was established in 1909 at Fitchburg, Massachusetts, in cooperation with the General Electric Company, followed in 1910 by programs in

Ohio and Pennsylvania for practical laboratory training in the retail trades. Today the cooperative plan is in common use in:

1. High school vocational programs
2. Post-secondary vocational programs
3. Junior college career development programs
4. Community college career development programs
5. University professional education programs

Its widespread use attests to the fact that educators have found it to be a viable educational tool which produces occupational competency.

WORK EXPERIENCE EDUCATION IS NOT THE SAME AS COOPERATIVE EDUCATION

Experiences in actual work situations are used by many schools and colleges to provide for individual student needs other than vocational education. The value of these work experiences cannot be disputed. However, work experience programs should not be confused with cooperative occupational programs which are designed to develop occupational competence for specific job or cluster of jobs. Two types of work experience programs found in many schools are:

General Education Work Experience Programs

A job is found for a student, usually on a half-day basis, that gives the student the opportunity to learn about the demands of work, allows him to experience work relationships with adults, and gives him an opportunity to explore an occupation. Classroom instruction may accompany this experience, with the classwork concentrating on development of general occupational competency. The work-experience coordinator may visit the work station occasionally. Usually the student also gets academic credit for his work experience.

Work-Study Programs

Work-study is a released-time plan used in many schools wherein the student is released from school for a certain number of hours per week to permit him to work part time. This plan is not considered a part of the school curriculum; the student simply leaves school early in order to work. The major purposes of this program are to motivate the student to:

(a) earn money,
(b) remain in school,
(c) complete his general education,
(c) see value in his general education studies.

What gives cooperative education its strength is that it lap-welds theory from the classroom with practice on the job. It creates a weld that is much stronger than the butt-weld of a college degree followed by employment.

... *Charles F. Kettering*
Director of General Motors Research

The work experience and work-study programs can provide valuable occupational experiences for the student, but work-study and work experience programs are not to be considered the same as cooperative occupational education because the goals are dissimilar. There are several distinct differences in program operation.

1. The cooperative plan utilizes job placement related to the trainee's occupational choice and the acquisition of occupational competencies.

2. Cooperative job placement occurs in a training station where the training sponsor accepts the responsibility for teaching on-the-job occupational skills and knowledges.

3. The coordinator for the cooperative program arranges needed cooperative experiences for the trainee.

4. Related classroom instruction is devoted to developing occupational knowledges and skills, solving job problems, and assisting trainees with individualized study.

5. The cooperative experience can provide a trained employee for the company.

6. The cooperative plan utilizes an advisory committee to assist the coordinator in improving the program, recommending changes, and gaining community support.

PROBLEM: *Will the high school and post-high school coordinators of vocational cooperative programs, such as those in distributive education, trade and industrial education or office education, "see" the MDT-cooperative program as a competitor?*

ANSWER: The MDT coordinator should recognize that many local school coordinators have invested a great deal of energy in developing a close working relationship with a selected group of employers. The employers often have been invited to luncheons and banquets and in other ways see themselves as an integral part of a program for their industry.

Recognizing this fact, local MDT personnel should consider organizing a local council which would involve all coordinators from local schools. The council can meet to discuss mutual problems and check the placement possibilities. Also, key employers can be involved in council meetings to represent their own points of view.

The solution of what could be a problem in some areas will require cooperative leadership of various state staff and local vocational administrators.

Chart 6

PLAIN FACTS--THE TRUTH ABOUT THE COOPERATIVE PLAN OF INSTRUCTION

IT IS	IT IS NOT
a. An attempt to acquaint the trainee with the realities of the world of work.	a. A way to cut job rates for workers.
b. A planned career development program.	b. A way to force those trainees who are hard to handle in the classroom to quit.
c. An opportunity for employers to assist in training--for themselves or for the occupational world in general.	c. A way to lighten the load of the classroom instructor.
d. A method whereby instructors in the related skill training get feedback from potential employers of the trainees.	d. Only a way for the trainee to make more money.
e. A logical approach for a pre-employment program designed to break the poverty cycle of many trainees.	e. A panacea to the trainees' shortcomings.
f. A cooperative linkage between the State Employment Service and the Center in developing an integrated job placement program.	f. A "gimmick" to be discarded after a short trial; short-term as well as long-term commitments are necessary.

B. OUTCOMES--HOW THE COOPERATIVE PLAN HELPS THE TRAINEE

The cooperative plan has real potential for helping the MDT trainee. He can be eased gradually into the job situation. In his related instruction group sessions he can "talk out" his problems, sharing them with others. The coordinator can "spot" problems and give the trainee individual counseling. Further, the coordinator can help the employer/supervisor understand the trainee's problem of acculturation.

As instructors we sometimes see new ways of teaching that seem beneficial to our trainees. Sometimes we "leap" and adopt the new methods immediately. However, we need to look at our trainees, their problems, and their needs before determining when and how to use the cooperative plan of instruction.

Four steps are crucial in planning programs to meet the individual needs of the trainees:

1. Determine the personal and/or occupational needs of the trainee.
2. Help the trainee plan a program in order to meet these needs.
3. Evaluate the effectiveness of the program by constant attention to the individual trainee.
4. Adjust the program as necessary to prepare the trainee for the world of work.

The five case studies that follow are fictitious but were developed to emphasize the need for utilizing these four basic steps in helping the trainee with his individual problems, both personal and occupational, and to illustrate each of the five main outcomes of the use of the cooperative plan of instruction:

1. WORK EXPLORATION
   To permit the trainee to explore a cluster of occupations and gain experiences in one or more occupational choices.

2. SKILL TRAINING
   To prepare the trainee in those skills needed in an occupational choice with actual performance on the job in a real work situation.

3. ADJUSTMENT TO WORK AND PERSONAL LIFE
   To provide an opportunity for the trainee to adjust to his work situation and to his personal problems as well.

4. PERMANENT JOB PLACEMENT
   To ease the transition from institutional training to full-time employment for the trainee.

5. UPGRADING JOB SKILLS
   To provide additional training and experience in order to prepare the trainee for an advanced position.

CASE #1: TRAINEE "A"--JACK JONES

Jack Jones is a single Caucasian, 20 years of age, living with his mother and father in a small community of about 5,000. Jack completed the third grade but was a non-reader. The family farm is large and uncultivated; and the farm house is in very poor condition, both outside and inside. The entire family appears to have emotional disorders. Jack is mentally retarded and extremely nervous. This condition affected his performance while in training and at work.

Jack was referred by the Department of Vocational Rehabilitation and at time of entry into the program had never been employed. He had been getting assistance from Social Security and the Veterans Administration. The family has been, and still is, receiving assistance from these agencies and also from the Michigan Soil Bank. His mother was also a trainee in the program.

Jack has no real idea of what he wants to do. He speaks of being a draftsman, a mechanic, or a car designer. His first choice seems to be as a draftsman, but he says he likes working with his hands.

CONCLUSION:

A The coordinator should arrange a short-term work experience for Jack for a two-week period (half days only) without pay. Jack will have the opportunity to relate his experiences each day in a class or in an individual counseling session at the Center. He can be questioned about his feelings toward occupations, and he can be challenged in such a situation to get him to react.

B If Jack chooses an occupation which is a high-risk choice for him (greater possibility of failure), the coordinator could arrange short-term work exploratory experiences which should give him a better idea of what the requirements of a particular job are.

OUTCOME 1: WORK EXPLORATION

One way, then, in which a cooperative arrangement between employer and the Center can help a trainee is in WORK EXPLORATION. The trainee can explore a cluster of occupations, and he is given the opportunity to "try out" a specific choice he has made. He can see what the occupational field is like and what the typical employer expects of his workers. As he explores the world of work, the trainee will also benefit from the guidance and counseling he receives as part of his instructional program.

CASE #2: TRAINEE "B"--MARIA LOPEZ

Maria Lopez is 37 years of age, Mexican, married, and the mother of three children, one of whom is married. Her husband is in a state mental hospital. She has been on ADC for two years and has received dentures, glasses, and counseling from DVR. She is living in an apartment which has no indoor bath or toilet facilities and no running hot water.

Prior to her marriage, Maria had worked in a factory making cardboard boxes. During the last 18 years (before entering the program) her sole occupation was as a housewife-mother. She had gone as far as the fourth grade in school. Her grade placement level upon entering the program was Grade 2.0 in reading and Grade 3.0 in math. Her final grade placement levels were Grade 5.0 in reading and Grade 3.8 in math after Basic Education.

Maria entered the Food Service Training class upon the completion of Basic Education. She remained in the class for 12 of the 20 weeks available and had mastered all skills and machines training available at the Center.

CONCLUSION:

Maria was placed in a cooperative experience for advanced training in Food Service Management and Quantity Cooking in one of the cafeterias at a local university. Within four weeks she was offered a permanent position in Food Services at the University, largely as a result of her successful cooperative experience. The employer had a chance to observe her work and potential without previously committing himself.

OUTCOME 2: OCCUPATIONAL TRAINING

As a result of the cooperative experience in the food programs, Maria learned the skills necessary for a permanent position in Food Services at the University. Maria gained two major advantages from the SKILL TRAINING she received by participating in the cooperative program:

a. She had the opportunity to work on new, more advanced equipment than the Center could offer.

b. She could compare the skills she learned in the Center with those she found were needed in the real world. Because this was a learning situation rather than a permanent job situation, much of the feeling of fear and threat were removed.

CASE #3: TRAINEE "C"--ED POLSKI

Ed Polski is 36 years of age, Caucasian, married, and the father of four children. One of the children is pre-school and three are of school age. Six years ago Ed had a foot and leg operation, resulting from an employment accident when his foot and leg were crushed. Because he was employed as a truck driver, he was allowed 57 weeks of workmen's compensation.

Ed was highly unemployable for two reasons: (1) He had only a third grade education, and (2) he still had a severe limp. Ed had been unemployed for more than two years before entering the program. When he entered the Basic Education Program, Ed was approximately $600 in debt; but by the time he had completed the program, however, this amount was reduced to $400.

Ed was placed in a work exploratory situation in a machine shop. The coordinator, in cooperation with the employer, found that Ed could operate several machines by sitting on a high stool. Ed's attitude toward work, however, was very poor. Unfortunately, he did not get to work on time nor did he return from his "breaks" promptly.

Ed was placed in a permanent position running the drill press in a small machine shop. He seemed genuinely thrilled with the job, especially since he could operate the machine while sitting on a high stool. Periodically Ed would slip back to his habit of being late or absent, and the employer would contact the coordinator. Tardiness or absence occurred only when Ed had financially overextended himself.

Five months after completion of training and the start of his new job, Ed and his wife set up a personal financial budget with the help of the coordinator, Ed's employer, and a budget specialist. Six months have elapsed since that meeting, and Ed has had a perfect attendance record.

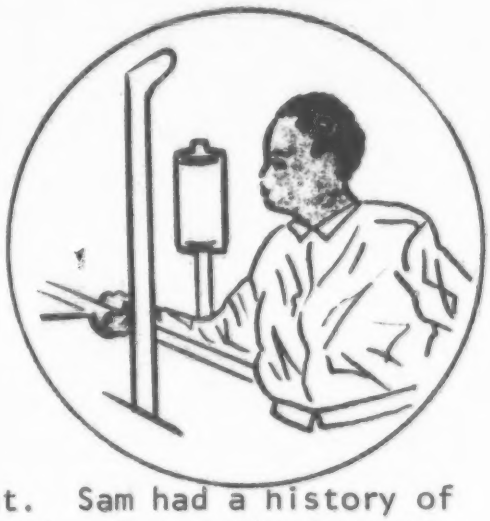
CONCLUSION:

Through careful attention to Ed's personal and work adjustment needs, the coordinator and the employer cooperated in helping Ed develop a sense of responsibility toward himself and his job. Work adjustment for Ed was eased when he was given a permanent position that he could handle in spite of his disability. Special consultations with the coordinator, employer, or financial consultants helped him to work out his personal problems.

OUTCOME 3: ADJUSTMENT TO WORK AND PERSONAL LIFE

Ed's cooperative experiences helped him adjust to work situations and find solutions to some of the personal problems that affected Ed's accomplishments in his job.

CASE #4: TRAINEE "D"--SAM WILLIAMS



Sam Williams -- single, 27 years of age, black -- has been a life-long resident of the State of Michigan. He was born and grew up in a community of about 5,000 population where he attended school until the eighth grade. He had established his residency at the YMCA in a medium-sized city while awaiting his enrollment into the MDT program. His employment record indicated menial types of employment and showed only two months of steady employment. Sam had a history of health problems. With the assistance of DVR, extensive medical treatment was provided for him. He underwent a hernia operation and received dental treatment. Sam was referred to the program by the Salvation Army.

The first impression that Sam gave was that he was withdrawn and shy and of low intelligence. He was placed in a much lower class than his ability indicated and became disturbed and confused when he found that he was above the rest of the class in reading ability. However, he was capable of demonstrating that his ability was superior to that of other class members.

Sam was scheduled for work exploratory experiences, but the day he was to report for his first experience he was absent. The coordinator asked one of the employers to come to the Center to meet Sam. With this introduction to work exploration, Sam agreed to at least try some of these experiences and was mildly successful. The Center staff felt that this was a step in the right direction and coupled his Basic Education and Work Exploration with intensive personal counseling.

Sam enrolled in the 40-week auto mechanics course, but he continued to have frequent absences. Sam's extreme introversion affected his desire to get a full-time job.

CONCLUSION:

A cooperative training experience was arranged for Sam for the last four weeks of the training program to help him make the transition from institutional training to full-time work. Fortunately his experience could be arranged with one of his original work-exploratory instructors, and Sam was not quite so apprehensive about the co-op training program. Since completion of the 40-week program, Sam has been employed full-time as an apprentice mechanic in the same shop where he received his cooperative training.

OUTCOME 4: TRANSITION TO PERMANENT JOB PLACEMENT

Sam's difficulty in adjusting to a job situation was lessened through the use of the cooperative plan. He was able to make a gradual transition between the cooperative training experience and the permanent job position. Because Sam had the opportunity to remain with the same company, the adjustment problems caused by usual change of jobs were not present in this case.

CASE #5: TRAINEE "E"--RUTH CRAMDEN

Ruth Cramden is 19 years of age, Caucasian, and a high school graduate. Ruth had to leave high school during her senior year because of pregnancy, but she completed the requirements for the diploma during the following year. Because she had had some typing experience, she was enrolled in the clerical program so that she would improve her clerical skills and later find a permanent clerical job.

Ruth's personal problems centered around the relationship between her and her parents. Although she had given legal custody of her two-year-old daughter to her parents, eventually she hoped to marry and regain custody of the child.

Ruth's previous work experience included waitressing, selling tickets at a theater, and general office work. Her test scores indicated that she had been seriously underemployed in all of these positions. With a good command of English and mathematics and a reasonably good self-concept, Ruth was placed directly into the clerical related instruction and "co-oped" into a general typist position. Ruth's attitude toward her training program was very favorable, perhaps because of the attention she was receiving from the staff at the Center and the employer.

CONCLUSION:

Within 20 weeks Ruth's accurate typing speed had increased to 78 words per minute. In addition, she had acquired skills on the keypunch and duplicating machines. The supervisor at the training station reported that she was an excellent receptionist with a pleasant and courteous manner. At the completion of the training program, Ruth passed the Civil Service Examination for Stenographer and is earning $240 every two weeks in her present position.

OUTCOME 5: UPGRADING JOB SKILLS

The cooperative program provided a "stepping stone" for Ruth. She was given the opportunity to develop those skills needed for an entry-level stenographic position. With her present level of skill, she is in a position for further upgrading to an even better office position on the career ladder.

Summary of Outcomes of the Cooperative Plan

The cases presented demonstrate why the cooperative plan is useful as an instructional tool in MDT. The five main outcomes from the plan are:

1. WORK EXPLORATION -- The trainee has the opportunity to explore a cluster of occupations and try out one or more occupational choices.

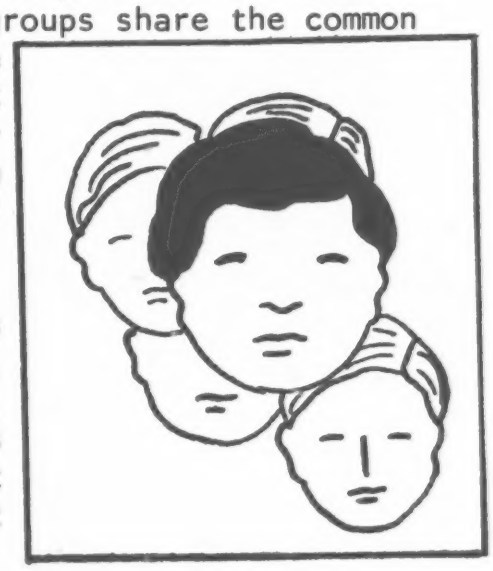
2. OCCUPATIONAL TRAINING -- The trainee learns those skills needed in his occupational choice, with actual performance on the job using skills and/or equipment in a real work situation. For "one-shot" projects in certain occupations, the co-op plan can eliminate the problem of expensive equipment needed at the Center by providing training on the employer's equipment.

3. WORK ADJUSTMENT AND PERSONAL LIFE ADJUSTMENT -- The cooperative program permits the trainee a period of time in which he can adjust to his work situation and in which personal counseling can aid him in adjusting to personal problems as well.

4. PERMANENT JOB PLACEMENT -- The transition from institutional training to full-time employment is made easier for the trainee with the cooperation of the counselor, the coordinator, and the employer during the cooperative and follow-up experiences.

5. UPGRADING JOB SKILLS -- Even though the trainee has some basic skills in an occupational field, he may profit from additional training and experience in order to better his position.

There is another area in which the cooperative plan can help in manpower education. MDT programs have attempted to serve several special target groups which have among their problems one known as acculturation. Individuals within these groups share the common problem of having lived in a culture quite different from the one in which they must now live and work. Examples of such target groups are the Urban Indian, the Cuban refugee, the Spanish-speaking individual who grew up in a rural area.



One facet of the cultural problem is language. A more serious aspect, however, is the one in which personal living habits, family relationships, and social customs of the former habitat were far different from the new urban environment. He must

work in an alien culture; he often must "shop" in an alien cultural environment. Even his life in the ghetto may be a mixture of cultures other than his own.

The problem of living and working in a culture for which he is not prepared seriously affects the trainee. His skill training is of doubtful value if he cannot get along on the job or if he is unhappy at work. If he suffers in his consumer and personal life from acculturation, his work attitude may be affected. He may even give up a job and then run into difficulty in securing another.

As any educator knows, there are often many subsidiary outcomes from a given learning situation. The same is true of cooperative learning experiences. The charts which follow show many of the advantages for each major outcome of the cooperative plan of instruction. Each chart presents one of the eight purposes of MDT-cooperative programs:

1. Work Exploration
2. Occupational Skill Training
3. Work Adjustment
4. Adjustment of Personal Life
5. Job Development
6. Job Development -- Permanent
7. Follow-up after Entry to Full-Time Employment
8. Provision for Upgrading

QUESTION: *Is cooperative education the same as cooperative job training?*

ANSWER: No. People want an education, not just job training. The individual trainee must be treated as a whole person, and his educational program must be planned accordingly.

Chart 7

PURPOSES OF MDT-COOPERATIVE EDUCATION

1. WORK EXPLORATION

Type of Trainee Served	Outcomes of Cooperative Experience	Benefits*			In-School Instruction		Examples of Coordinator Involvement
		T	C	E	Prereq.	Concurrent	
For those early in program who: (1) Have not made an occupational choice. (2) Have made an occupational choice viewed by staff as a "poor-risk."	To experience working in a highly controlled situation.	✓			Job Orientation	Regular Instruction such as Basic Education	Arranges work exploration experiences for trainee.
	To gain insight into the requirements of a specific job.	✓			Basic Skill Knowledge and Training	Group and Individual Counseling	Counsels with trainees on occupational opportunities when desired.
	To motivate the trainee to see the value in instruction.	✓	✓				
For trainees who are partly through skill training to determine type of firm or job interest within an occupational cluster.	To allow the employer to become acquainted with MDT-cooperative program and to give him the opportunity to get to know the "disadvantaged" without committing himself.			✓		Regular Instruction in Basic Education or Skill Training	
For trainees who see no value in basic or related education.	To train an individual who does not meet company employment qualifications.	✓		✓			
For trainees who see no real attention given to them as individuals.	To give the counselor and the coordinator an effective counseling "tool."		✓				

*T = Trainee
C = Center
E = Employer

PURPOSES OF MDT-COOPERATIVE EDUCATION

2. OCCUPATIONAL SKILL TRAINING

Type of Trainee Served	Outcomes of Cooperative Experience	Benefits*			In-School Instruction		Examples of Coordinator Involvement
		T	C	E	Prereq.	Concurrent	
Those entering the co-op phase who have successfully completed necessary basics. Those who are upgrading--the elderly. The trainee who wants a career, not just a job. Those who have little comprehension of what jobs really are.	To extend skill training to operations and equipment not available in the center.	✓	✓		Job Orientation Work Exploration Group and Individual Counseling	Basic Education Related Skill Training Group and Individual Counseling	Providing information on math, English requirements for job choice. Arranging for co-op experiences at training station (job development). Providing materials to instructor of related class relevant to a particular training job. Available for conferences with trainee to discuss co-op experience, problems, advantages.
	To provide practice under real production conditions.	✓					
	To motivate the trainee to learn more about occupations.	✓					
	To determine training deficiencies and need for remediation (within certain periods of time).	✓	✓				
	To enhance a permanent job placement activity with co-op employers.	✓		✓			
	To allow for the related training to reflect immediately the co-op job demands.	✓	✓	✓			
	To place the trainee in a real work situation that requires him to make decisions regarding his job.	✓					

*T = Trainee
C = Center
E = Employer

Chart 10

PURPOSES OF MDT-COOPERATIVE EDUCATION

4. ADJUSTMENT OF PERSONAL LIFE

Type of Trainee Served	Outcomes of Cooperative Experience	Benefits*			In-School Instruction		Examples of Coordinator Involvement
		T	C	E	Prereq.	Concurrent	
Those with ghetto and inner-city background. Those who have no understanding of the corporate life. Those who "hate" that which they fear --they fear because they do not understand.	To adjust to the demands of the job. To adjust to financial situations--earning, spending. To relate to peers who have not gone "straight." To develop pride in "self" as an individual. To develop "healthy" attitude toward life itself.	✓ ✓ ✓ ✓ ✓			Work Orientation and Exploration Group and Individual Counseling Basic Education Skill Training	Basic Education Related Skill Training Group and Individual Counseling	Assistance in development of personal financial budget for trainee. Consultation with representatives of social agencies to obtain help for trainee, e.g., financial aid, medical care.

*T = Trainee
C = Center
E = Employer

Chart 11

PURPOSES OF MDT-COOPERATIVE EDUCATION

5. JOB DEVELOPMENT

Type of Trainee Served	Outcomes of Cooperative Experience	Benefits*			In-School Instruction		Examples of Coordinator Involvement
		T	C	E	Prereq.	Concurrent	
For the trainee who is ready to face the transition between training and the world of work. For the trainee who wants and needs a career, not just any job. For the trainee who has made an occupational choice.	To give the trainee the opportunity to sell himself.	✓			Work Orientation and Exploration Basic Education Counseling Related Skill Training	Basic Education Counseling Related Skill Training	Assist the employer in modifying hiring restrictions in order to hire trainee. Assist the employer in redefining jobs, upgrading of underemployed persons, and redirecting entry-level jobs to trainees.
	To give the coordinator an opportunity to influence employer and assist SES.		✓	✓			
	To present more detailed information on a specific occupation or cluster to the trainee.	✓					
	To influence the employer to "hire" trainees in co-op experience without future commitment.			✓			
	To encourage the employer to upgrade <u>any</u> employee who is underemployed.			✓			
	To assist the employer in redefining and redesigning jobs.			✓			
	To prepare the trainee for transition to a permanent job.	✓		✓			

*T = Trainee
C = Center
E = Employer

Chart 12

PURPOSES OF MDT-COOPERATIVE EDUCATION

6. JOB DEVELOPMENT--PERMANENT

Type of Trainee Served	Outcomes of Cooperative Experience	Benefits*			In-School Instruction		Examples of Coordinator Involvement
		T	C	E	Prereq.	Concurrent	
For any trainee who has participated in the MDT program. For the trainee who has made an occupational choice. For the trainee who has participated in MDT co-op experiences during skill training, work exploration.	To assist the trainee in obtaining a permanent job that pertains to his occupational choice and uses skills obtained during training. To encourage employers who have successful experiences with co-op trainees to "rehire" these trainees on a full-time basis.	✓ ✓		✓ ✓	Work Exploration Basic Education Related Skill Training Group and Individual Counseling	Individual Counseling	Consultation with trainee whenever required--personal or occupational problems. Assistance for employer in developing permanent jobs for trainees. Cooperation with SES in placing trainees in jobs.

*T = Trainee
C = Center
E = Employer

Chart 13

PURPOSES OF MDT-COOPERATIVE EDUCATION

7. FOLLOW-UP AFTER ENTRY TO FULL TIME EMPLOYMENT

Type of Trainee Served	Outcomes of Cooperative Experience	Benefits*			In-School Instruction		Examples of Coordinator Involvement
		T	C	E	Prereq.	Concurrent	
For the trainee who has completed his training. For the trainee who has been placed on permanent full-time job in his occupational choice.	To assist the trainee with problems that arise, personal or occupational.	✓			Work Exploration Related Skill Training Cooperative Occupational Training Group and Individual Counseling	Advanced Skill Training (Upgrading) Individual Counseling	Consultation with trainee, supervisor, employer concerning trainee's progress.
	To arbitrate disputes between trainee/immediate supervisor and/or employer.	✓		✓			
	To do additional job development, if necessary.			✓			Coordination of further job development activities with employer.
	To validate results of program.	✓	✓	✓			
	To utilize information from follow-up studies to make recommendations for MDT program improvement.		✓	✓			Study of results of employment of trainees to determine adequacy of instructional programs, co-op job training, and permanent job placement.

*T = Trainee
C = Center
E = Employer

Chart 14

PURPOSES OF MDT-COOPERATIVE EDUCATION

8. PROVISION FOR UPGRADING

Type of Trainee Served	Outcomes of Cooperative Experience	Benefits*			In-School Instruction		Examples of Coordinator Involvement
		T	C	E	Prereq.	Concurrent	
For the trainee who completes program at Center, has been employed in entry-level position, but is now in need of upgrading skills for job promotion For the trainee who does not meet requirements for entry-level position even though he completed program. For the trainee with work experience in occupational field but needs additional training in order to advance.	To provide the trainee with the opportunity to advance to a higher skill level and/or supervisory level. To promote upward social mobility. To assist the trainee in obtaining those skills needed for an entry-level position. To assist the trainee in developing a sense of responsibility to himself and his family in order to maintain his occupational skills and conduct his personal life.	✓ ✓ ✓ ✓		✓	Completed training at Center: Work Exploration Related Skill Training Cooperative Occupational Training Group and Individual Counseling	Advanced Skill Training (evenings) Individual Counseling	Consultation with related skill instructors on employee needs in occupation. Coordination of personal and occupational counseling for the employee and his family with the Center staff. Cooperation with employer in job development activities.

*T = Trainee
C = Center
E = Employer

C. SAMPLE TRAINING SITUATIONS USING THE COOPERATIVE PLAN

An MDT trainee is not programmed into a rigid, pre-determined training sequence. His experiences are tailored for him, depending upon the basic education, pre-vocational experiences, and occupational goal. The sample situations included in this section show that there are a variety of ways in which the cooperative plan may be utilized for the maximum benefit of each trainee.

Case Study A - A Time Sequence

Trainee "A" is a 39-year-old Mexican-American who has worked in the fields all his life. He has never held a permanent job but works very hard and speaks very poor English. He (a) does not understand the reason for starting at exactly a certain time every day, (b) thinks that the same job in the same place would be very boring, and (c) has made it clear that whenever his wife or children are ill he will not be able to come to the training class.

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"A" has been following a training plan that includes basic education, group personal and vocational counseling, and pre-employment orientation. "A" has been on time for the last four weeks and has shown sincere interest in the pre-employment experiences and field trips. He is starting to ask questions in all classes using English more fluently. "A" seems to have a good relationship with his counselor who, by the way, is an ex-migrant; and he is participating in the group counseling or discussion sessions.

After a field trip through a plant that did a great deal of machining, he has indicated that maybe he could use his math with some kind of a machinist job. The counselor indicated the need to be able to communicate, read blueprints and read and write math. He should look at the various jobs within the machine trades industry to see what he might like to learn; therefore, work exploration experiences were planned for him, as shown in the following illustration:

	M	T	W	T	F
AM	Basic Education -- Math	WORK EXPLORATION (Planned for ___ Weeks)			Basic Education -- Math
PM	Basic Education -- Reading Writing Pre-employment Orientation	Group Counseling Basic Education -- Reading Writing	Basic Education -- Reading Writing Pre-employment Orientation	Group Counseling Basic Education -- Reading Writing	Basic Education -- Reading Writing Pre-employment Orientation

Trainee "A" feels he can be a tool and die maker. He has talked with supervisors in the firm where he has been doing his work exploration, and they have encouraged him to try for an apprenticeship. He has discussed with the school district apprenticeship coordinator the requirements and kind of study he would have to do. The coordinator explained the difficulty he might have in reading the material if his reading ability did not improve.

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"A" is now doing very well in the related skill instruction, but he still has difficulty in reading comprehension. "A" tests at a seventh grade reading level. To be successful in tool and die, a minimum of a ninth grade level is needed. "A" has also mastered some algebra and continues to study on his own. The counselor, the co-op coordinator, and the instructor feel "A" would benefit from the on-the-job experience he would get in a cooperative program. He is therefore placed in a directed occupational experience as a _____ for the remainder of his skill training period. His on-the-job experiences are primarily to increase skills on new types of machines.

	M	T	W	T	F
AM	DIRECTED OCCUPATIONAL EXPERIENCES (Planned for ___ Weeks)				
PM	"Shop Math" Basic Education -- Math	"Shop Math" Related Skill Training	"Shop Math" Tutor -- Reading	"Shop Math" Related Skill Training	"Shop Math" Basic Education -- Reading Writing

The above plan is flexible enough so that Trainee "A" could be scheduled for directed occupational experiences that would take place in the afternoon rather than the morning. This would depend somewhat upon the employer's requirements. The morning and afternoon schedules could easily be reversed. The occupational experiences will enable "A" to develop new skills on equipment available at the training station and to supplement those skills he is learning in the related skill instruction phase at the Center.

The emphasis in the related instruction planned for "A" has undergone a few changes too. Because of his interest in becoming a tool and die maker, "A" will have to concentrate heavily on math. His reading level is still low. Therefore, continued work in that area is also necessary.

If the only placement available in the area for which he is being trained would be Thursdays and Fridays, his related instruction and occupational experience weekly schedule would look like this.

	M	T	W	T	F
AM	Basic Education -- Reading Writing Tutor	Basic Education -- Reading Writing Tutor	Basic Education -- Reading Writing Tutor	DIRECTED OCCUPATIONAL EXPERIENCES	
PM	Basic Education -- Math	Basic Education -- Math	Related Skill Instruction		

Case Study B - A One-Time Problem

Trainee "B" has acquired in the Center most of the job skills she will need in the office. But, she still has a major problem--taking orders from superiors. This shortcoming was not corrected in work exploration, pre-employment, and counseling experiences. Therefore, it is hoped that in an actual work situation, with wages being paid, the trainee will learn to handle this problem. Note that the co-op schedule for "B" is like that for "A" except that "B" has (a) a morning co-op schedule since her employer's mail and duplicating room schedules are heavy before noon and (b) she has a heavier load in counseling since the co-op experiences are primarily for development of attitudes.

	M	T	W	T	F
AM		DIRECTED OCCUPATIONAL EXPERIENCES			
PM	Individual Counseling Related Instruction Basic Education	Group Counseling Basic Education	Individual Counseling Related Instruction Basic Education	Group Counseling Basic Education	Individual Counseling Related Instruction Basic Education

Case Study C - The Evening Shift

Trainee "C" has been enrolled in a training program for a hospital occupation, and the cooperative work training hours will have to be in the evening. Practice and perfection in this occupation are very important. Therefore, the related skill instruction will continue during the afternoon hours.

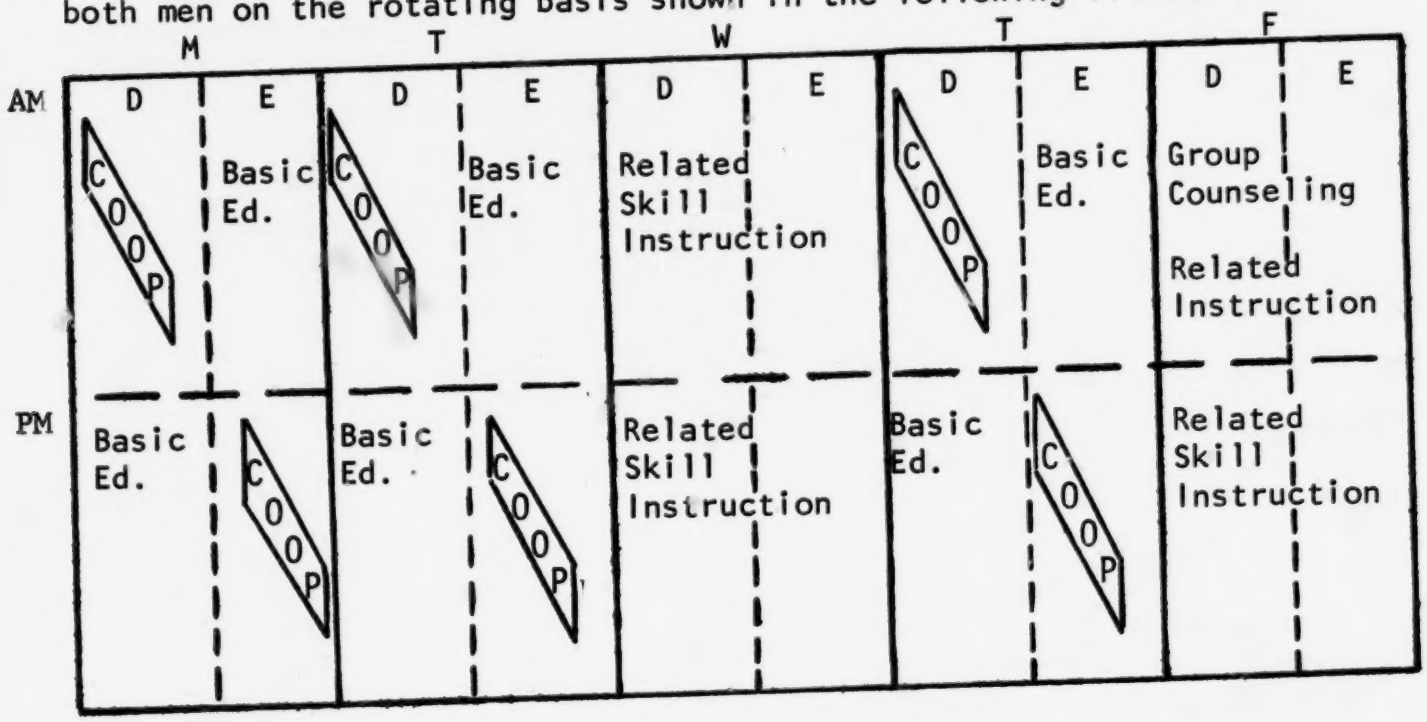
	M	T	W	T	F
8					
12	Basic Education -- Reading Writing Math Related Skill Training	Basic Education Related Skill Instruction	Group Counseling Related Skill Instruction	Basic Education Related Skill Instruction	Basic Education Related Skill Instruction
6					
	DIRECTED OCCUPATIONAL EXPERIENCES				

A variation of this schedule might be necessary if "C" faces a transportation problem or the need to employ a babysitter. The basic education and related skill instruction might be scheduled in such a way that "C" would have no classes at the Center on one or two days each week. This would permit Trainee "C" to take the related instruction and basic education classes on two or three days of the week. Each weekday evening "C" would participate in the cooperative program.

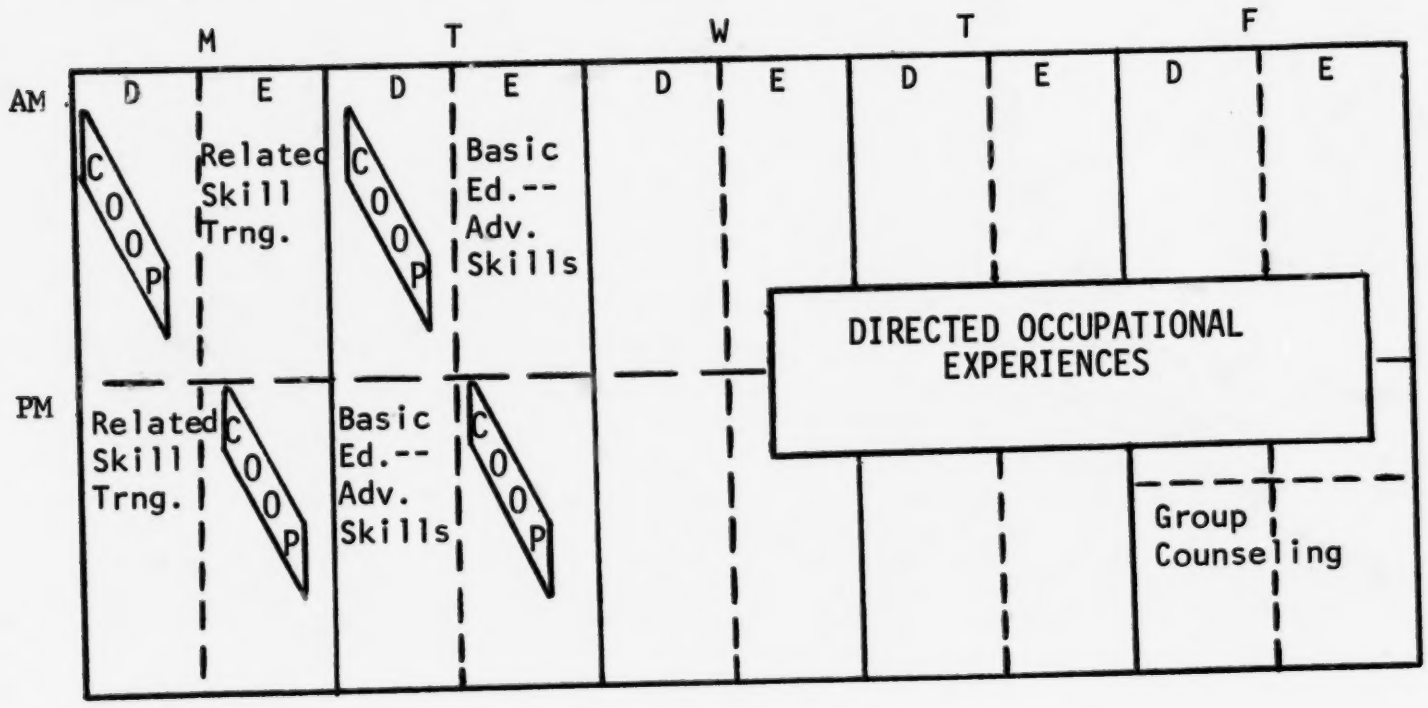
Another variation of the same schedule would permit "C" to have basic education and related instruction classes on Monday, Tuesday, and Wednesday and participate in directed occupational experiences on Saturday and Sunday. This would leave Thursday and Friday open so that "C" can fulfill obligations at home. A schedule such as this is arduous, though, and should be checked carefully to see that labor law is observed.

Case Studies D and E - Two Trainees Share A Full-Time Placement

Trainees "D" and "E" have both completed the classroom skill training in auto mechanics. Now they are ready to apply the skills/knowledges they have learned in an actual job situation and to gain experience in new areas. Continued skill practice at the Center will help in improving the weak math skills of both men. One employer has agreed to use both men on the rotating basis shown in the following illustration:



Suppose trainees "D" and "E" are very strong in all basic subjects and the employer were willing to use each full time for part of a week, their schedule might look like this.



D. THE FUNCTION OF RELATED INSTRUCTION

All education can be identified as relating to the employability of an individual. An illiterate man who wished to become employable as a draftsman would see his basic education in English and mathematics as directly related to his occupational goal. However, that same man aspiring to a factory assembly line position might not see any direct value in such English and math. Learning about the functions of the union or increasing his accuracy and manual dexterity speeds may seem vitally important to him instead.

Instruction in such areas as human relations, job interviews and applications, or grooming and dress will be considered part of employment orientation. Basic education will, therefore, include the broad acquisition of basic reading, writing, and computational skills that we usually expect individuals to possess as a basis for developmental work. Related instruction occurs during the skill acquisition phase of training.

The function of the related class is to provide technical content and principles as well as specific skill training under simulated or actual conditions. The necessary theory and understanding of the job being learned must be provided so that the trainee will learn those skills and knowledges needed in his job choice. The related class and the training station are each extensions of the other; and, as such, the related class instructor must work in close cooperation with the coordinator (if they are not one and the same) who works closely with the employee's training sponsor (the downtown teacher).

The coordinator will have a direct role in all three instructional areas--employment orientation, basic education, and related skill training. The amount of involvement in each of these areas will be dictated by the needs of his trainees. Related instruction in skill training and employment orientation are often taught as one since the trainee faces a continual preparation for a job.

Pre-Vocational Learning Experiences

Pre-vocational learning experiences are those relating to job orientation, work exploration, basic education, and vocational counseling that take place prior to vocational skill training. However, some experiences may involve basic education and counseling running concurrently with skill training.

Job and cultural orientation are taught in the very early stages of training and are an essential step toward the successful skill training and job placement of the trainee. Many trainees will need this exposure to

jobs before venturing into work exploration experiences. A well trained mechanic who cannot handle his money, apply for a job, or get along with others stands little chance of keeping a job.

The trainee should be familiar with the knowledges shown in the list below before being permitted to participate in work exploration. If, however, he has demonstrated he already has these knowledges, he need not waste his time but should be advanced to the next phase of his training. The coordinator must recognize the many reasons these trainees are unemployed and that the lack of skill training is not the only reason.

Pre-work exploration knowledges:

1. Job Interviewing
2. Employment Application Forms
3. Employment Benefits
4. What an employer looks for in an employee
5. Acceptable grooming and cleanliness for the job
6. Understanding of an employer's definition of promptness
7. Understanding of coffee breaks
8. Basic human relations--how to handle, etc.

Pre-vocational skill training knowledge:

1. Better understanding of self and others
2. Survey of all skill areas by study and observing. Use of language and computational skills applicable to a particular occupational area.

Knowledges learned prior to program completion:

1. Budgeting
2. Banking and Checking
3. Interest rates
4. Installment buying
5. Buying a car
6. Insurance
7. Income tax
8. Health Insurance, costs, benefits and care
9. Voter education
10. Legal rights and responsibilities
11. Community participation
12. Children's education
13. Paycheck and deductions
14. Unions and apprenticeships

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"We must deliberately build into our education and training programs the opportunity to learn about work. We must deliberately build a side-by-side tandem operation in which education and work experience come together to provide the best kinds of learning for a job, the best kind of working for an education."

... *Lyndon B. Johnson*

Basic Education Learning Experiences

Reading, writing, language skills, and computational skills are included in the basic education learning experiences. This particular area of study is perhaps the most like "school" to the trainee and often the most discouraging to him. Many times he failed those same areas when he was still in school; now he is asked to master them years later.

A trainee frequently drops from the program during this phase because the staff fail to help him see the relationship of basic education to work. If he can be shown through effective and motivational teaching methods and materials that he can learn these basic skills while at the same time beginning his orientation to jobs, we may keep his interest. Work exploration experiences through a cooperative plan can be used during the basic education phase to act as reinforcement for school learnings and to keep up motivation. For example, a trainee may not be able to solve a calculus problem if it is called "a calculus problem." However, if a situation is presented and the trainee is asked to solve it, his chance of being successful is much greater. Perhaps one of the most realistic examples is that of the electronics instructor teaching his trainees the trigonometry needed to handle their work, but no one refers to it as "trig" because that would make it seem difficult and hard to learn.

Basic education should be presented in its relationship to the needs of the individual and preferably be related to his occupational choice not so generally that it has no meaning for the trainee. In MDT basic education is occupationally related instruction and will predict the degree of success or failure experienced by the trainee in later cooperative related skill training instruction.

Related Occupational Instruction

Related occupational instruction provides job knowledges as well as simulated experiences and practice for the trainee. Here he can repeat a process until it is perfected or improve his dexterity or learn new applications for skills he is learning. Individualized instruction aids him in solving problems pertaining to his training stations, and he can discover the relevancy of basic education and training to his occupational choice. Thus, he can advance beyond the coaching and experience he obtains at the cooperative training station.

Related instruction in cooperative vocational training in the public school system usually includes instruction in both skill development and job orientation directed toward an occupational goal. But in an MDT program the job orientation instruction is usually taught separately and is included with the related instruction only when in-depth understandings and explanations are needed. For example, job orientation would provide the trainee with an overview and general understanding of unions and apprenticeship training. Related

instruction in the machine trades, however, would go into this area in greater detail.

The MDT Center usually is better equipped to provide related instruction than the employer. The following analysis compares the instructional emphasis at the Skills Center with that at the place of employment.

PROBLEM: *Trainee Purchase of Special Tools and Special Work Clothing*

ANSWER: When a trainee becomes employed full time in a number of occupations, he may be required to provide special tools, work clothes, or other items needed on the job. As a part-time employee under the MDT cooperative program, how will the trainee acquire such items?

a. Under present MDT policy, these items cannot be provided for the trainees except in special cases such as uniforms for licensed practical nurses.

b. The coordinator should determine whether surplus items can be obtained from government agencies.

c. The coordinator should work with each trainee to develop a realistic savings program and encourage the trainee to consider the use of the credit union at the training station. The trainee should be encouraged to invest in himself through this savings plan.

d. The coordinator should investigate and work with various social agencies who may provide a loan or be able to provide certain needed items such as clothing.

e. The coordinator should take care in not becoming over-emotional about the problem and particularly avoid becoming financially involved in helping solve the trainee's problem.

Chart 15

KINDS OF RELATED INSTRUCTION AVAILABLE IN INSTITUTIONAL TRAINING AND AT THE EMPLOYING FIRM

Institutional Training	Employer
1. Trainees who are employed on "co-op" in different business firms can "share" experiences on how similar tasks are performed in different situations.	1. The employer/supervisor can demonstrate to the trainee how tasks are to be performed in his business in an actual situation.
2. Instructional time can be devoted to the study of the interrelationships of jobs within businesses.	2. The trainee can see the divsion of work in one business if the job orientation includes details on the operation of the company. Oftentimes, however, little time is available for such explanations.
3. "How-to-do" sessions may be conducted for the trainees which feature "extra" task practice in order to perfect performance in certain tasks.	3. In the actual job experience the task will be performed by the trainee only when and the number of times as needed by the employer for production purposes.
4. Instructors are available who are specialists in teaching as well as knowledgeable in an occupational area.	4. The employer/supervisor is the teacher; the trainee will learn the "one" way to do a task, according to the supervisor.
5. An instructor may critique the trainee following a certain task exercise with the trainee and the instructor making cooperative decisions on the outcome.	5. The supervisor will be evaluating a "finished product." Therefore, any criticism may relate to work that may have to be redone if there are errors. ("Extra" task practice would help trainee.)
6. The trainee may learn basic operational techniques of a variety of equipment necessary in his occupation.	6. The trainee will learn to operate the equipment of a specific employer and apply principles to specific job tasks.
7. Instructional time can be devoted to task analysis and indepth study of step-by-step procedures employed in a job situation.	7. After an initial explanation on "how to do" a task, the trainee may be required to perform the task under the coaching of an experienced worker or supervisor/foreman.

Institutional Training	Employer
8. The related instruction period permits the trainee to "pull together and discuss" ideas from many sources--other trainees, coordinator, counselor, instructor, and many businesses.	8. Instruction is usually limited to the tasks or jobs the trainee will be performing during his co-op experience as required by one employer's work schedule.
9. The related instruction experience exposes the trainee to qualities needed for various job experiences that other trainees are having (punctuality, special dress, attendence, etc.)	9. The on-the-job co-op experience acquaints the trainee with those qualities and traits (punctuality, attendence,grooming) mainly applicable to one job situation--and a real one.
10. The instructional staff can develop materials (related and/or basic) to meet the needs of that business and then instruct to meet those specific needs (at the employer's request).	10. The supervisor uses only those materials that are needed for a specific task or job to be done for the company.

QUESTION: *Can the co-op experience be used to extend the limits of the referral period for a trainee?*

ANSWER: No, except in open-entry/open-ended projects. The reason is that the co-op experience is assumed to be an extension of the institution's training classrooms and labs.

III. THE COORDINATOR--KEY TO EFFECTIVE INSTRUCTION

A. THE ROLE OF THE COORDINATOR

The coordinator's role in the MDT-cooperative program is a very important one. He must assist the employers in the community in developing positions for the work-exploration stations, the cooperative training stations, and permanent job placement. In order to perform this function, the coordinator must elicit cooperation from other instructors, counselors, and staff at the Center as well as employers in the local community.

The success of the coordinator's activities depends upon his ability to communicate the needs of the program to others and to coordinate activities in order to make cooperative training a reality in various phases of the MDT program. If the coordinator handles only coordination functions, he will be seen as the individual in charge of training and placement of trainees as well as job development. The coordinator (whether he be a teacher-coordinator, a counselor-coordinator, or a coordinator) must handle his responsibilities in such a way that his image in the business or industrial community will reflect an efficient ongoing program. No businessman wants to deal with an operation that is not well organized and administered. The MDT Center with a full- or part-time coordinator to handle these functions will succeed in conveying this image.

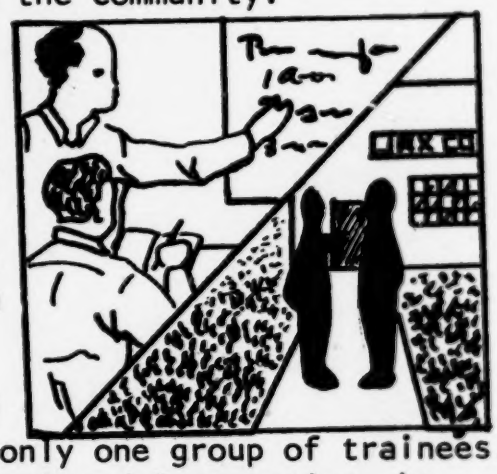
The role of the coordinator, then, emphasizes job development and coordination of on-the-job training and permanent placement of MDT trainees. The coordinator is a vital liaison between the MDT program and the community's employers, with the obligation to plan and coordinate those activities that will prepare the trainee for an appropriate occupation.

Some of the major responsibilities of the coordinator may be summarized in the following way:

- To coordinate the related instruction associated with the occupational goal of the trainee with the actual job requirements.
- To develop work-exploration and cooperative training stations for use in the MDT-cooperative program.
- To become familiar with the community and its employment needs -- immediate needs as well as long-range goals.
- To know and understand the MDT trainee and work with him to identify those qualities which will affect the trainee's employability.
- To act as the liaison between the instructors at the Center, the employer, and the trainee.

B. TYPES OF COORDINATORS

A coordinator may be involved in three major activities: (1) coordination, (2) teaching, and (3) counseling. There will be many times that a coordinator must assume the role of a teacher ... or a counselor ... or a combination of the functions involved in these positions. The job description of the coordinator, however, will have an effect on the kind of individual needed as a coordinator, the type of job to be done, and the relationship between the Center and the community.



The Teacher-Coordinator

The teacher-coordinator has two main responsibilities: (1) as the instructor of the job orientation or related skill training in an occupational program, and (2) as the coordinator of the cooperative program in that occupation.

He is responsible for the training and cooperative work experience activities for only one group of trainees. For example, if he has ten trainees in his related instruction, he coordinates the cooperative experiences for these ten trainees only. An obvious advantage in this kind of plan is the constant communication between the employer at the co-op training station and the Center, especially with regard to the curriculum.

From his contacts in the community, the teacher-coordinator has knowledge of industry and its requirements. This not only assures the training needed to meet employment standards but paves the way for job placement opportunities later. If the teacher-coordinator is a former tradesman, technician, or businessman himself, as he so often is, he will merit the respect of his colleagues at the Center as well as that of his associates in the business or industrial world.

If this basic approach to MDT-cooperative training is used, (and it is highly recommended) the Center will need one teacher-coordinator in each skill area being taught. Therefore, eight teacher-coordinators would be needed if eight occupational areas are offered. Finding eight qualified teacher-coordinators who possess the desired characteristics can be a nearly impossible job. Perhaps the most outstanding disadvantage to this approach is the duplication of time and effort that exists.

Oftentimes an employer prefers to deal with one coordinator for all cooperative training within his business. If the Center sends out an office coordinator, a machine trades coordinator, and a custodial maintenance coordinator, the employer may be confused by having to work with several individuals, each concerned with cooperative programs emanating from one Center.

The Coordinator

The main responsibility of the coordinator is to place all trainees in proper cooperative work experience and provide the necessary coordination between (b) the employer and the teacher of the related instruction and (b) the employer and the counselor. Coordination of communication within the MDT Center (administrators, instructors, counselors) is an essential part of the coordinator's responsibilities.

Because the coordinator is not assigned the basic responsibilities of teaching and counseling, he is able to devote full time to his coordination functions, i.e., contacts in the community, communication with others concerning the program, and placement of trainees.

If the MDT Center has only one occupational coordinator, he will handle all phases of cooperative training placement--those in office occupations as well as those in industrial occupations. If a coordinator, however, is hired to handle the coordination activities for only one occupational area, great care must be taken to eliminate duplication of time and effort by the several occupational coordinators operating from a single Center. A co-op program coordinated by only one individual may permit the hiring of one highly skilled coordinator to function in this capacity.

The successful coordinator is concerned with the utilization of all available resources in the Center to enhance the coordination of the program. He enlists the services of the Center's occupational instructors for job leads and business contacts. The coordinator may find himself invited to speak with a job orientation class or with a group counseling session.

The amount of work a coordinator is required to do could be an obstacle in doing the kind of job that should be done. His job may not be a "9-to-5" job, and he must be willing to work beyond those limits to meet the needs of the trainee, the employer, or the Center.

The Counselor-Coordinator

The two main responsibilities of the counselor-coordinator are: (1) as the counselor for individual trainees in an occupational program, and (2) as the coordinator of on-the-job experiences for these trainees in a cooperative program. The counselor-coordinator's experience has been primarily in the field of counseling.

Because of his ability to relate to those involved with the co-op program and to understand the needs of individual trainees, the counselor-coordinator is very capable of providing personal and occupational counseling needed by the trainee prior to job placement. In

addition, placement of trainees in co-op stations, counseling concurrent with placement in the co-op work experience, and follow-up of trainees are responsibilities of the counselor-coordinator. He usually provides counseling and placement services to only one group of trainees. Therefore, several counselor-coordinators may be required to handle all trainees in the occupational programs of the Center.

There is an immediate advantage in using this plan: the counselor-coordinator has a direct and positive influence on his trainees, perhaps because of the individual attention he can give each trainee. However, the counselor-coordinator's lack of occupational knowledge in regard to job requirements and opportunities may be a handicap for him and the program.

As in the case of the teacher-coordinator, this plan would require several counselor-coordinators to administer the program. The duplication of employer visits may also exist. Although the coordinator may have certain skills in counseling, the counselor-coordinator approach could have a negative effect on job placement.

The Coordinator as a "Floating Resource"

With his "storehouse" of contacts with business and industry, the coordinator is one of the most effective "resources" the MDT program has.

As a "floating teacher," he should be scheduled part-time in classes on such topics as dress, grooming, etc.; or he can select and introduce speakers from industry because he is acquainted with their contributions to the program.

As a "resource" to the counselor, the coordinator can provide occupational information that will help in planning the program for a new trainee or help to solve the problems a co-op trainee faces in a particular placement. Three-way cooperation (the counselor, the coordinator, and the trainee) may help the trainee to see that he has the help he needs.

Caution: It is important to point out here, however, that the coordinator's main responsibility is the coordination of the program and should take precedence over his participation in other activities. Perhaps his schedule of responsibilities should include time for such "extra" participation.

C. RESPONSIBILITIES OF THE COORDINATOR

In Part B of this section the basic nature of the role of the three types of coordinators was presented. The duties and responsibilities of each type are not identical. The reality of the situation dictates that one coordinator, perhaps as a result of his background and training, will be able to handle some responsibilities better than others.

Remember that each of the three types of coordinators -- coordinator, teacher-coordinator, counselor-coordinator -- probably should assume each and every one of the following responsibilities as listed. Some responsibilities, however, may require the special competencies of a certain kind of coordinator.

Responsibilities to be handled especially by the coordinator who does not teach the related class:

- To know the business or industry, the technical language of the jobs, and a general understanding of the product before approaching an employer for a training station or job slot.
- To obtain the support of local unions before beginning cooperative programs.
- To develop the work-exploration training stations.
- To develop the MDT-cooperative training stations.
- To handle the job development and permanent job placement upon program completion.
- To conduct appropriate follow-up of the trainee during his cooperative experiences and during his first 12 months in a full-time position.
- To overcome the hiring restrictions of the employer.
- To assist employers in redefining jobs in terms of skills required.
- To encourage the employer to upgrade someone who is presently underemployed in order to open a training station.
- To act as the liaison between the instructors at the Center, the employer, and the trainee; to interpret the employer's skill requirements to the instructors and the trainee.
- To be familiar with the community and its employment needs:
  - a. Know the geographic area.
  - b. Recognize community problems.
  - c. Understand how the program dovetails with other vocational programs in the area.
  - d. Know employment opportunities in the area.
  - e. Know all key agency personnel, especially those having responsibility for placement or handling employability problems.
  - f. Understand the role of the unions in business or industry and become acquainted with union personnel.
  - g. Know employers and understand their employment requirements.

Special responsibilities for the teacher-coordinator:

- To coordinate the pre-vocational and vocational skill training related instruction with actual job requirements.
- To teach the related skill instruction for the trainees and correlate it with the on-the-job cooperative experience.

Special responsibilities for the counselor-coordinator:

- To assist in matching trainee with job requirements.
- To know each trainee he is counseling and working with so that he can identify those things which might affect positively or negatively the trainee's employability.

The major responsibilities of the coordinator are varied in that they require the coordinator to have a knowledge of the business or industrial community in which his trainees will be working, the support of community organizations, and the ability to coordinate the related instruction with the on-the-job cooperative experiences of the trainee.

PROBLEM: *How does the short "lead time" between project approval and project start affect the use of the cooperative method?*

ANSWER: Most MDT trainees need some initial basic education and prevocational instruction. This will create a time period in which the coordinator can determine their needs and find a suitable cooperative plan.

The public relations time will be limited by the short "lead time" of projects. Therefore, a continuous public relations program needs to be devised and carried on since it will affect all future projects as they are initiated.

In some projects the coordinator may have to "collapse" his training station recruitment time and, therefore, may need a work assignment for himself which allows him to spend full days and weeks at the beginning of the project doing his preliminary legwork.

One of the most important responsibilities of the coordinator is as a salesman of (1) himself, (2) the MDT-cooperative program, and (3) the individual trainee.

Himself--The employer must feel it is worth his time to listen to the coordinator. This is best accomplished by an obvious enthusiasm and belief on the part of the coordinator in the program and what he is doing. As one coordinator said, "The employer is always interested in talking about his business; thus you will need to be familiar with his product, manufacturing process, and elementary technical language. He will give you his time if you are equally willing to give him your time. He will appreciate your having taken the time to discuss the program and trainees with him."

MDT-COOP--The MDT-Cooperative Program will have to be sold to employers who have never participated in such a program or to employers who dislike anything that "hints" of federal money. The coordinator should always talk in terms of what the program can do for a particular business. He will be interested in what it will cost him in time and money. He will also want to know if others in his industry are participating in the program. He will also want to know why this program will work in comparison to other federal work training programs.

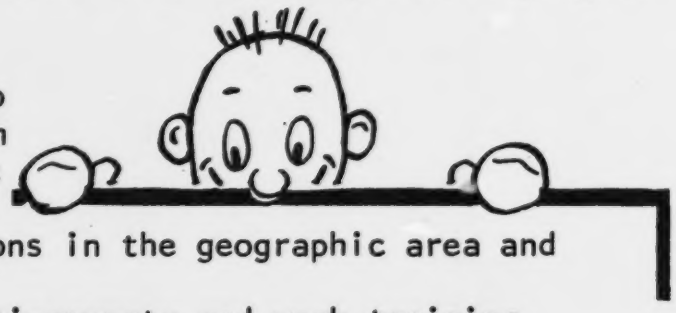
The coordinator will also find himself "selling co-op" to teachers and counselors working with him at the Center. If this is done by asking their advice and help on an individual trainee's placement and involving them in the process, they may quickly see the value of the program.

Individual Trainee--It is much easier to sell an employer on providing a training station for a specific person. If the trainee has some weakness, the employer should know this in advance and agree to work with the MDT instructional staff in helping the trainee overcome these weaknesses. This, of course, is merely an extension of the philosophy of developing the station to fit the trainee rather than developing the trainee to fit the station.

D. CHARACTERISTICS OF A SUCCESSFUL COORDINATOR

A successful coordinator possesses a combination of characteristics and abilities that enable him to meet the objectives of the MDT program: to train the trainee for a given occupation and to assist the trainee in keeping the job for which he is trained. The coordinator is often asked to be "all things to all people." The following list of desirable characteristics may prove to be a helpful guide in determining those qualities that enhance successful coordination of an MDT-cooperative program.

The coordinator should develop through training and practice from his basic abilities and competencies:



- A broad knowledge of occupations in the geographic area and their skill requirements.
- A knowledge of all federal anti-poverty and work training programs in the area and local school vocational training programs.
- A commitment to the belief in the equality of man and to non-discriminatory hiring practices.
- Sensitivity to the needs and feelings of all people, not just trainees.
- Public relations skills in order to be:
  - a. Aggressive and outgoing
  - b. Persuasive and communicative in his role as a salesman
  - c. Able to speak clearly (even if not beautifully) before an audience
  - d. Self-confident and determined
- The ability to administer the program effectively in order to:
  - a. Influence and guide without appearing to direct
  - b. Be efficient in handling reports, calls, and appointments
- A personal appearance that is in accord with accepted standards in industry.
- The ability to deal with and overcome rejection of himself and the trainee he is trying to place.
- The quality of being a "self-starter" and able to work with little or no supervision.
- Empathy and understanding of the success, failure, or frustration a trainee might feel.
- The understanding required to handle the criticism of his trainees' motivations and accomplishments without becoming defensive. (He must be able to turn an individual with an obvious lack of knowledge into an informed citizen supportive of the special needs of certain groups.

What does it take, then, to be a successful coordinator? Among other things -- understanding, sincerity, sensitivity, empathy, and the vitality needed to carry out the requirements of the program.

It is obvious from the list above that not everyone who can instruct in an MDT program will have the particular qualities required by the coordinator role. Public schools learned long ago that the successful coordinator is a good teacher but is very much more. The coordinator is a "special breed" who enjoys "getting out in the world and selling what he believes in--he likes to meet people and to face new challenges daily." If he does not, he does not belong in coordination; there are other places for him where he will be happier.

Good coordinators are developed, not born, they learn to develop their own skills through self-analysis and planning to try new approaches.

A WOEFUL STORY!!

THE COORDINATOR WHO TURNED INTO A LEGMAN

John Jones, the coordinator for the MDT Program, was a congenial person. His congeniality and ability to get along with others were two of the reasons he was first hired for the position.

As John became familiar with his duties as a coordinator, he soon realized that his business contacts in the surrounding area were very important--to him and to the Center. Perhaps his mistake was in mentioning to the Director, in an off-hand manner, how impressive and meaningful these contacts were becoming.

The first time he was asked to hand deliver a purchase order for auto parts to the Jones Auto Company and then wait for a few "important" items to bring back--he didn't mind. Nor did he mind the second or third time. When he was in the MDT office one morning, he even volunteered to pick up some supplies at the district office "because I'm going that way anyway." It didn't take long for word to get around that John "would be glad to do it on his way." Eventually, he realized that out of his day, two or three hours were being used for other people's errands. He began to realize that he was being "used" and, even worse, the trainees were being cheated.

Luckily for John, all he had to do to correct the problem was be more selective in the kinds of errands he took care of. Luckily for the program, he learned how not to be a legman.

Chart 16

GETTING A QUALITY JOB DONE: CRITERIA FOR JUDGING COORDINATOR-TRAINEE RATIO

*The suggested coordination time for MDT is at least one hour per week per trainee, all other things being equal.

More Time	Less Time	
☐	☐	Scope of Coordinator's Responsibilities --Social adjustment of trainees --Teaching responsibilities --Counseling responsibilities --Preparation of required reports and records --Correlation of related classroom instruction with on-the-job training --Administrative duties
☐	☐	Number of MDT trainees in program and special supportive services they require
☐	☐	Size of MDT institution and number of people involved
☐	☐	Number of different occupational training programs coordinated
☐	☐	Geographic area (rural-urban) and travel required
☐	☐	Degree and diversity of disadvantagement in MDT trainees
☐	☐	Degree to which the company takes over the training
☐	☐	Complexity of the occupation involved
☐	☐	Size of the specific occupational program coordinated
☐	☐	Number of trainees actually placed in a given firm
☐	☐	Number of former trainees requiring follow-up services
☐	☐	Number of weeks in trainee's cooperative experiences before a new training station must be developed
☐	☐	Difficulty of finding stations because of type of trainee, type of local employers, condition of the labor market locally
☐	☐	Amount of job competition from high school and post-secondary cooperative programs
☐	☐	Newly installed cooperative method requiring development time

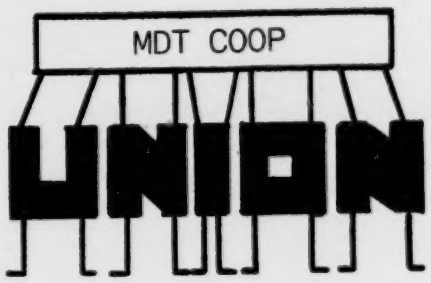
E. THE COORDINATOR AND HIS RELATIONSHIP WITH OTHER AGENCIES IN THE COMMUNITY

The Coordinator's Relationship with Unions

Union support of the MDT-Cooperative Program is just as vital as the support of business and industry and, in some cases, may be even more important. It is possible to have industry's support but not be able to implement the program because of the lack of the union's willingness to participate. On the other hand, a supportive union may convince a hesitant employer to take part in the program.

Almost every city of size has a Joint Labor Council composed of representatives from all key unions. The support of this group is essential because of the assistance they can lend in individual companies. If the Council is seen as the main focus and source of support, the coordinator can branch out to union representatives for various trades and hence to those within each company.

Operating hand-in-hand with labor and management are the apprenticeship committees. It is, therefore, important to communicate with the joint apprenticeship committees and with apprenticeship coordinators within the educational institutions in the community.



The Coordinator's Relationship with the Community

A successful MDT-cooperative program must operate within the business community. Ignorance of the MDT program or doubt on the part of that community can be a coordinator's largest hurdle. Most people oppose things they do not understand. Therefore, the coordinator must involve the community in the MDT program through public relations efforts, establishment of cooperative training stations, and the permanent job placement of MDT trainees. When people are involved with a successful program, they become its legitimizers.

A planned schedule of public relations activities is more effective than impromptu attempts to publicize the program. Publicity should be a continuous process using a variety of media such as the following:

1. Local newspaper articles on training activities, program information, and success stories of trainees
2. Flyers, brochures, and letters directed to trainees and employers
3. Presentations by trainees (in their colloquial style) before trainee groups, service clubs, and employer and employee groups
4. Career clinics for trainees conducted by MDT cooperative trainees and participating employers

5 Employer visits to the MDT institutional training site and field trips by MDT instructors to business and industry locations

6 Displays and exhibits of trainees' work and activities in the institution and in the community

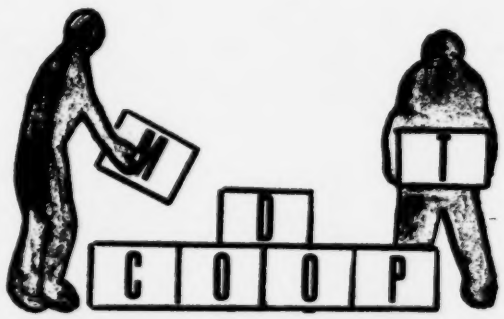
7 Personal contacts by the coordinator with individuals who have interests and concerns related to the program

8 Radio and television appearances by MDT cooperative trainees, employers, and coordinators

9 Seminars and short training sessions for people in business and industry conducted by the coordinator. These can be "How to Train" and "How to Supervise"

Participation by community leaders on advisory committees and representatives of social agencies and in the development of cooperative training stations is very important to the success of the MDT-cooperative program.

The Coordinator's Relationship with the State Employment Service



As the trainee enters the final phase of his program -- permanent job placement -- the coordinator's responsibilities may overlap those of the State Employment Service.

Because of the importance of placement and follow-up in the MDT programs, a cooperative working relationship must exist between the SES and the coordinator. The coordinator can act as the field man doing active job development, and the SES can relay job orders to the coordinator for his use. The SES can also canvass employers for job needs (usually by telephone) and thus provide more job resources for the coordinator. It is usually important that the coordinator report all referrals and the results to the SES for their records.

Such a cooperative arrangement will help the coordinator, the SES, the employer, and the trainee. But, most important of all, the trainee will be the benefactor.

The Coordinator's Relationship with other Agencies

Because manpower programs are designed to meet the personal and occupational needs of the trainee, it may be necessary for the coordinator to gain the cooperation of other, already existing, agencies which can help the trainee meet his immediate needs.

The coordinator will need to draw upon many resources in order to make his trainees more employable.

F. SOURCES OF TEACHER-COORDINATORS AND PROFESSIONAL TRAINING REQUIRED FOR COORDINATION

Sources of Teacher-Coordinators

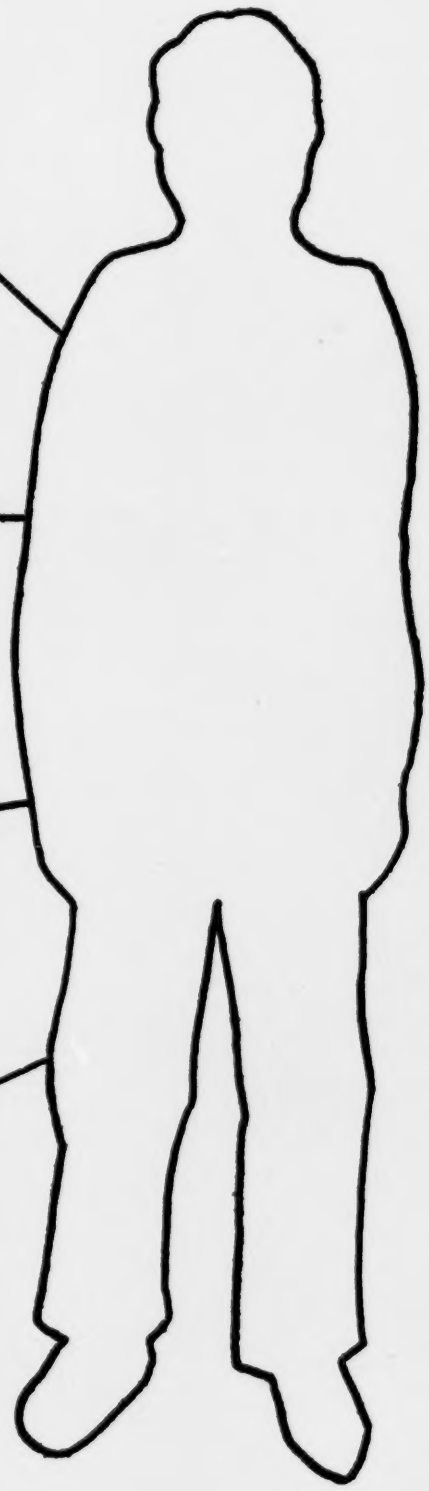
Recruiting persons who have what it takes to be an MDT coordinator is not easy just as finding good MDT instructors has proven difficult in some areas. But these sources may be useful:

Former High School Vocational Coordinators:
Cooperative programs in high schools in many states have now been in existence for 20 years or more. Therefore, there has been time for some coordinators to have left teaching--to retire, to become a housewife, to take other employment.

People from Business and Industry:
Individuals who are highly competent in working with people perhaps in personnel work, and are familiar with requirements in various occupations, may be "recruited" as coordinators.

Instructors on the Staff:
A person who has demonstrated that he is a good MDT teacher may be given training as a coordinator andanother instructor recruited to handle the teaching responsibilities.

Graduates from a Teacher-Training Institution:
There are now many colleges and universities which train teacher-coordinators in undergraduate, pre-service curricula. This is especially true in office and distributive education. Some institutions have fifth-year teacher education programs which train those with a bachelor's degree who have worked in industry or the military and wish to return to get a teaching degree or certificate.



Professional Training for the New Coordinator

In MDT it is likely that many, if not most, persons who become teacher-coordinators will have had no professional vocational education courses and may not possess valid teaching credentials. Here are some possible ways of gaining professional training:

1. Read the one textbook currently available regarding cooperative education, Cooperative Occupational Education and Work Experience in the Curriculum, Ralph E. Mason, Ph.D., and Peter G. Haines, Ph.D., Danville, Illinois: The Interstate Printers & Publishers, Inc., 1965.

2. Review the State Coordinator's Manuals and other documents available from the State Department of Vocational Education.

3. Hold bi-weekly conferences/seminars in which public school cooperative education coordinators are invited to be the "teacher trainers." (Pay them an honorarium if possible for their expertise.)

4. Employ a good high school teacher-coordinator as a temporary consultant to "coach" the MDT coordinator.

5. Enroll in a course or a summer workshop in "Organization and Administration of Cooperative Programs" or "Coordination Techniques" at a teacher-education institution.

For information about designated vocational teacher-education institutions, the coordinator should check with the State Director of Vocational Education and his staff, particularly those in Office, Industrial, and Distributive Education.

If the MDT coordinator is not qualified for regular admission to an institution, a special request should be made to the Department Chairman or Dean that the MDT person be admitted on a visitor (non-credit) basis and be allowed to attend all or some of the class sessions.

- - - -

HOW ABOUT ...

A pre-service training period prior to the start of the MDT-cooperative program ...

An in-service training session during the course of the MDT-cooperative program ...

FOR ALL COORDINATORS INVOLVED?

G. INCREASING YOUR PROFESSIONAL KNOW-HOW

From time to time, you may want to check on new "wrinkles" in cooperative education, learn more about the whole field of "co-op training," and get more instructor "know-how."

Here are some basic documents you can use for reference:

Mason, Ralph E., and Peter G. Haines. Cooperative Occupational Education and Work Experience in the Curriculum. Danville, Illinois: The Interstate Printers and Publishers, Inc., 1965.

A Guide to Cooperative Vocational Education. Prepared by University of Minnesota under Contract with the U. S. Office of Education, September, 1969, Minneapolis, Minnesota. (State Departments of Vocational Education should have a copy or write to the Regional USOE Program Office for Vocational-Technical Education.

Venn, Grant. Man, Education and Work. Washington, D. C.: American Council on Education, 1964.

Mager, Robert F., and Kenneth M. Beach, Jr. Developing Vocational Instruction. Palo Alto, California: Fearon Publishers, 1967.

Professional organizations may vary from state to state, but you might wish to check with the State Supervisor for MDT Programs to get information on such organizations as:

1. American Vocational Association (Manpower Section)
2. State Coordinators' Associations
3. State Occupational Associations
4. Associations for Manpower Personnel

For information about the Cooperative Education Association or subscriptions to the Journal of Cooperative Education, write to:

Mr. Stewart Collins
Executive Secretary
Cooperative Education Association
Drexel Institute of Technology
Philadelphia, Pennsylvania 19104

PART B

THE MDT TEACHER-COORDINATOR AND HIS JOB

I. HOW TO ORGANIZE AND ADMINISTER A COOPERATIVE PROGRAM

A. THE COORDINATOR'S ROLE AS AN ADMINISTRATOR

The coordinator, whether he is a counselor-coordinator, teacher-coordinator, or coordinator, will be responsible for administrative and clerical duties relating to the program. If several coordinators are necessary, it is strongly recommended that one person "coordinate" the coordinators. This will insure better results and strengthen communication within the Center as well as within the business community.

The coordinator will find that his role is two-fold: coordination of job training at the institution and coordination of activities for the work station in business or industry. The coordinator must be the instigator of communication between all parties. He must work with the counselor with regard to the trainee's personal problems; he must communicate with the job orientation and related skill instructors on the trainee's readiness for the job, instructional experiences needed by the trainee, etc. The coordinator must not wait for the counselor or instructor to inquire as to the trainee's progress. Thus, the coordinator must have sufficient authority to meet individually or in a group with staff to discuss trainee needs or to suggest certain experiences needed by the trainees in occupational areas. He must also be able to call upon instructors in the occupational areas for job contacts.

All coordinators will need to work with advisory committees, handle required records, and file necessary reports. However, job development is perhaps the most important responsibility of the coordinator. Therefore, minimal time should be allotted to other administrative responsibilities.

Some of the major administrative responsibilities of the coordinator might be summarized in this way:

- Establishing occupational advisory committees.
- Maintaining records of trainees, employers, and agencies.
- Maintaining required federal and state records.
- Informing others involved in the MDT program of requirements for legal employment of trainees.
- Coordinating instructional and on-the-job experiences for the MDT trainees through conferences with instructors/employers.
- Developing the cooperative training stations for the MDT program.
- Maintaining a visitation schedule of on-the-job visitations to trainees and employers.
- Evaluating the performance of the trainee through cooperative conferences with trainee and employer.

B. OCCUPATIONAL ADVISORY COMMITTEES

The establishment and use of occupational advisory committees can be invaluable for the coordinator in meeting the legal requirements for occupational programs as well as the specific needs of trainees. The coordinator, therefore, should be concerned with the organization, the membership, and the duties and responsibilities of the advisory committees. The role of the trainee in the ongoing activities of the advisory committees should also receive attention.

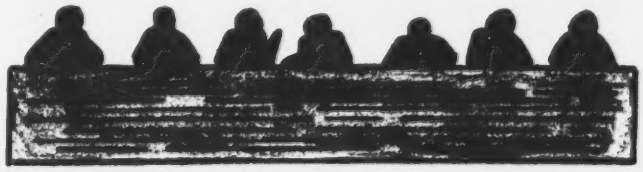
The Need for an Advisory Committee

The advisory committee provides the coordinator with needed information concerning the business and industrial community--job opportunities for trainees, agency services available to trainees, information on the requirements for specific occupational training.

The advisory committee, a curriculum review team, can provide the coordinator with information on specific skills and training needed in specific occupations and make recommendations for the improvement of the occupational curricula offered at the Center.

Members of the advisory committee may be in a better position than the MDT staff or the coordinator to campaign and solicit for assistance from the business community. Acting as an evaluation team, they can assist the coordinator in improving the training program offered, bringing about needed changes and gaining community support.

Guidelines for the Establishment of An Advisory Committee:



- The size of the advisory committee should be limited to 7-9 members.
- Members should be selected who represent a cross-section of industry, education, social services, and trainees.
- Definite terms of office should be established for the members of the committee.
- No one should be appointed to the advisory committee without his consent.
- If possible, all appointments should be made "official and prestigious" by having a ceremony (?) honoring the committee with the mayor, center administrator, senator in presence.
- The role of each advisory committee member should be outlined clearly in writing:
  - a. As an individual
  - b. As a representative
  - c. As a public person
  - d. As a policy maker
- A regular meeting schedule should be established in order to encourage ongoing activities of the committee and keep up to date and current all community activities in order to have meaningful business.

Selection of Members for the Advisory Committee

The advisory committee should include 7 to 9 members selected from the following kinds of individuals:

- The head of the Local Labor Council
- The Director of the Community Service Counsel
- President, director, executive officer of one of the largest business and/or industrial firms in the community
- Director of the local public school vocational education program
- Coordinator of the related instruction for the apprentice trades
- Supervisor of the local Employment Securities Commission
- Chairman of the area Personnel Association
- Member of a trade or professional association which relates to the occupations, e.g. Local Retailers Association or Local Branch of State Contractors Association
- A recently graduated trainee
- One or two student trainees elected by the student body

The above are suggested possibilities for membership on the advisory committee, assuming that these individuals are in such positions because of their effectiveness as leaders. If this is not the case, then the most influential person regardless of his position should be appointed to the committee.

The presence of a trainee on the committee will give needed insight into how the trainees at the Center feel about the program. If the participating trainees are elected rather than appointed, accusations of favoritism can be avoided. The trainees will act as a liaison between committee and trainees, between staff and trainees, and trainee to trainee.

Those individuals who accept the invitation to serve on the advisory committee will meet on a regular basis with the instructional staff in the specific occupational area for which it was intended.

RECOMMENDATIONS

-- Appointments should be made for a specified period of time. Two or three years are usually desirable.

-- Members should have staggered terms in order to retain experienced members on the advisory committee on a continuing basis.

-- A number of MDT Centers use large advisory committees, but a small committee (7 to 9 members) is better in order to accomplish the goals of the committee.

Duties and Responsibilities of the Advisory Committee

The advisory committee may assist the Center in the following ways:

- Acting as the public relations liaison between the Center and the community and communicating the value of cooperative vocational education in the community.
- Acting as a resource for work exploration stations, cooperative training stations, and permanent job placements.
- Preparing training sponsors to be effective in job training and job instruction.
- Evaluating program effectiveness and making recommendations for needed changes.
- Providing instructional help through resource speakers, trade materials, and occupational information.
- Providing needed assistance in cutting agency "red tape" to get needed services for trainees.
- Assisting in determining the criteria and standards for measuring job performance of the trainee at the training station.
- Projecting manpower needs in their occupational fields.

In addition to these duties and responsibilities, the advisory committee can provide meaningful information on employment needs and training needs in specific occupational clusters. The members of the advisory committee might also be helpful in providing information on funding that might be available for certain kinds of manpower programs.

Whether or not an advisory committee is needed for each occupational area is a decision which must be made by the staff of the Center. Another basic decision to be resolved is whether or not the MDT programs will have occupational advisory committees to serve co-op only and separate advisory committees to serve other occupational programs housed in the same educational facility.

Occupational advisory committees utilized for other manpower programs may not be appropriate for the MDT-cooperative program. In some cases, a new advisory committee will need to be organized to relate closely to the cooperative program and the occupation it represents. The checklist on the following page may be helpful in determining if present occupational advisory committees will be useful for the MDT-cooperative program.

WILL YOUR PRESENT OCCUPATIONAL ADVISORY COMMITTEE BE USEFUL FOR YOUR MDT-COOPERATIVE PROGRAM?

	YES	NO
1. Do the businesses represented on the committee help to provide training stations--through their business or friends?	☐	☐*
2. Are the members genuinely interested in the welfare of the trainee and in a quality program?	☐	☐*
3. Is the committee willing to meet regularly, perhaps bi-monthly, to assess the successes and failures of the program?	☐	☐*
4. Are the members willing, if the need arises, to be resource speakers for a group of trainees--to "level" with them about the realities of the business world, or to provide someone to help develop this linkage for those who are being prepared for co-op?	☐	☐*
5. Are the members willing to sell the program through the various professional agencies to which they belong?	☐	☐*
6. Do the members come in close contact with the occupational group your trainees represent?	☐	☐*
7. Do the members belong to the same trade groups and business/social associations?	☐	☐*

*If one or more answers to these questions is "NO," your present occupational advisory committee may not be appropriate for your MDT-cooperative program. A new advisory committee should be organized to relate closely to the cooperative program and the occupation it represents.

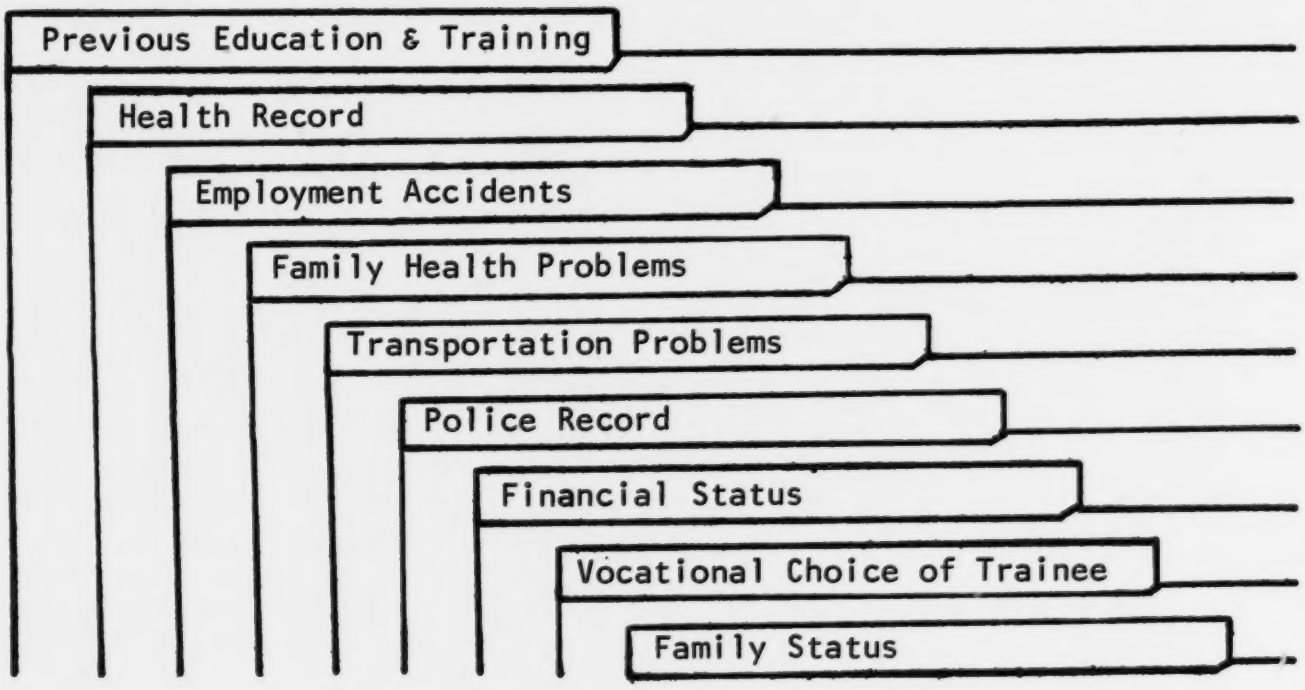
Note: If the answers to the above questions are "YES," your present occupational advisory committee may be appropriate for the MDT-cooperative program.

C. DESIRABLE RECORD INFORMATION

Any quality educational program provides for accountability. In handling the details of the MDT-cooperative program, the coordinator must maintain certain records and information in such a way that he has easy access to them. Extensive information is desirable on: (1) the trainees, (2) the employers, and (3) social service agencies.

The Trainee

All of the information on a particular trainee should be kept in a special folder. The complete file should contain such information as: personal information on the trainee and his family as well as information relating to his future employment. Some examples of the kinds of information included in the file are:



This information, along with that included on the Trainee Employment Record (Sample Form 1) is needed for appropriate vocational and personal counseling. The coordinator needs to use such data to help the trainee select his occupation wisely. Personal data on the trainee should be used selectively by the coordinator and kept in a confidential file. A card file for the Trainee Employment Records will help the coordinator maintain a handy reference of only that information which must be at his fingertips.

The Employer

In order to maintain a record of possible employers and key contact personnel within these firms, the coordinator may want to keep a card file with desirable information on these opportunities. Only that information should be maintained that will affect the trainee.

The coordinator must know the key person to contact within a given firm and general information on opportunities to place trainees in cooperative or permanent job positions there. It is equally important for the coordinator to know the occupations in which cooperative or permanent employment may be available in a particular firm (typist, machinist, custodian) as well as past records of placement. The Employer Record Card (Sample Form 2) is an example of the kind of record that is necessary.

Agencies and Their Services

The coordinator must also maintain another important file--one which lists agencies, key contact personnel in these agencies, and the kinds of services available to trainees through these agencies.

The coordinator works with the family of the trainee as well as the trainee himself. He must be concerned with the personal life of the trainee because personal problems may affect his receptiveness to training.

Those agencies which are designed to help unemployed persons and trainees in special programs with their medical, dental, legal, and social problems must be identified and an appropriate record maintained. An example of this kind of record is shown in Sample Form 3.

QUESTION: *Can a trainee earn a salary while on co-op and also retain his full training allowance?*

ANSWER: Legally, YES, if the cooperative experience is considered part of the training day. However, state policies may vary. For example, Jack has an allowance of $60 per week. He is on co-op for 20 hours per week @ $1.50 per hour out of the 40-hour training week. Jack can keep his allowance of $60 and his salary of $30 for a total income of $90. He can also retain earnings after the training day is over.

Sample Form 1

TRAINEE EMPLOYMENT RECORD

Name _____ Date Started _____

Address _____
Street City State Zip Code

Telephone _____ Age _____ Counselor _____

Basic Education: Yes ____ No ____ Related Instruction _____

Occupational Interests _____

Employment Obstacles _____

_____

WORK EXPLORATION

1. Name of Employer _____
   Dates of Experience _____
   Was experience successful? Yes ___ No ___

2. Name of Employer _____
   Dates of Experience _____
   Was experience successful? Yes ___ No ___

COOPERATIVE TRAINING

1. Name of Employer _____
   Dates of Experience _____
   Was experience successful? Yes ___ No ___

2. Name of Employer _____
   Dates of Experience _____
   Was experience successful? Yes ___ No ___

PERMANENT JOB

1. Name of Employer _____
   Starting Date _____
   Job _____
   Wage _____

FOLLOW-UP

Days	Comments
7	
15	
30	
60	
90	

Sample Form 2

EMPLOYER RECORD CARD

Employer _____ Contact Person _____

Address _____
Street City State Zip Code

Telephone _____

P ticipation in:			Number Placed	Starting Wage
Work Exploration	Yes ___	No ___	_____	None
Cooperative Training	Yes ___	No ___	_____	_____
Permanent Jobs	Yes ___	No ___	_____	_____

TYPES OF EMPLOYMENT

		Work Expl.	Co-op Trng.	Perm. Jobs			Work Expl.	Co-op Trng.	Perm. Jobs
1.	Clerk				7.				
2.	Typist				8.				
3.	Receptionist				9.				
4.	Machinist				10.				
5.	Custodian				11.				
6.					12.				

Sample Form 3

AGENCY RECORD

Agency _____ Contact Person _____

Address _____
Street City State Zip Code

Telephone _____

Emergency Procedure: _____

_____

_____

TYPES OF SERVICES AVAILABLE

____ 1.	Eye Glasses	____ 8.	_____
____ 2.	Emergency Loans	____ 9.	_____
____ 3.	_____	____ 10.	_____
____ 4.	_____	____ 11.	_____
____ 5.	_____	____ 12.	_____
____ 6.	_____	____ 13.	_____
____ 7.	_____	____ 14.	_____

D. MDT REPORTING REQUIREMENTS

A coordinator will be required to maintain certain types of records for reporting to the State Department of Education. Those forms required by the Michigan Department of Education shown on the following pages serve as examples to show the kinds of forms the MDT coordinator may be required to complete. In some cases the local project administrative and clerical staff will actually fill in the forms, but the coordinator will be asked to supply the information.

Form MDT-1001	Notification of Starting Date of Approved Michigan MDT Training Project
Form MA-102	Individual Termination/Transfer Report
Form OE 4146	Certificate of Training and/or Certificate of Cooperative Training

A project file must also be maintained by the staff. A record of all expenditures, receipts, time logs, and payroll is required. A terminal financial report is also required by the State Department of Education.

Form MDT 100!

B:I:12

Sample Form 4

STATE OF MICHIGAN
Department of Education
Division of Vocational Education
P.O. Box 928, Lansing, Michigan

NOTIFICATION OF STARTING DATE OF

MANPOWER DEVELOPMENT AND TRAINING PROJECT

Project # _____ Occupation _____

_____
(Name and Address of Facility)

_____

This is to certify that the above approved training project will start on

_____ and will close on _____, operating for a total
(date) (date)

_____ weeks.

Class Meets Daily

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
_____ am pm	_____ am pm	_____ am pm	_____ am pm	_____ am pm	_____ am pm

Lunch from _____ to _____

Dinner from _____ to _____

The State Director of Vocational Education is requested to authorize advance payment covering one-half the approved budget for this project. Second-half payment, adjusted to need, will be requested by the facility when the project is approximately one-half completed or at the conclusion of training.

Date _____ Signed _____
Official of Approved Training Facility

Instruction: Complete two copies of this form; mail original to the Director of Vocational Education, retain the duplicate.

Sample Form 5

D/L-D/HEW
Form MA-102 (8-69)

Form Approved
Budget Bureau No. 44-R1204

INDIVIDUAL TERMINATION/TRANSFER REPORT

1. NAME OF TRAINING FACILITY/CONTRACTOR

2. ADDRESS (Number, Street, City, State, and Zip Code)

3. Soc. Sec. No.

4. NAME OF TRAINEE

5. ADDRESS (Number, Street, City, State, and Zip Code)

6. CONTRACT (PROJECT) IDENTIFICATION

a. Name of State

b. State Code

c. Fiscal year approved

d. Contract No. (Prefix) (Prime) (Sub)

e. Sec. No.

7. PROGRAM IDENTIFICATION

01		MDTA-Inst	21		New Careers
03		MDTA-OJT	23		Operation Main.
05		MDTA-Coupled	41		Other (Specify)
07		MDTA Part-time			
11		NYC In School			
13		NYC Out/School			
15		NYC Summer			

8. ATTENDANCE (Mo., day, yr.)

a. First day

b. Last day

9. NO. OF CLASS DAYS

a. Attended

b. Missed

10. CLOCK HOURS ATTENDED

11. LAST SERVICE OR TRAINING COVERED BY THIS REPORT

12. WORK ASSIGNMENT (Omit for MDTA)

	Assignment
	Location

13. TRAINING PHASE (For all relevant training)

			Clock Hrs.
01		Occupational	
02		Basic Education	
04		Pre-Vocational	
08		Emp. Skill/Orientation	
16		Other (Specify)	

14. SERVICES RENDERED (Omit for MDTA)

9		None
1		Counseling _____ No. of Clock Hrs.
2		Testing _____ No. of Clock Hrs.
01		Medical Examination
02		Medical Service
04		Dental Examination
08		Dental Service

15. NATURE OF TERMINATION

COMPLETED TRAINING OBJECTIVE	1		Full Course
	2		Early Completion
	3		Accepted Full-time job
DID NOT ACHIEVE TRAINING OBJECTIVE	4		Involuntarily dropped
	5		Voluntarily dropped
	6		Transferred to other MDTA training

16. REASON DROPPED (If voluntarily or involuntarily dropped, check the ONE most important reason below.)

01		Moved from area	05		Pregnancy of trainee	09		Lack of progress or interest	13		Quit school (Omit for MDTA)
02		Returned to school	06		Alcoholism, drugs	10		Poor attendance	14		Agreement terminated (Omit for MDTA)
03		Entered Armed Forces	07		Care of family	11		Misconduct	15		Unknown
04		Illness of Trainee	08		Died	12		Became ineligible (Omit for MDTA)	16		Other (Specify)

17. STATUS AT TIME OF TERMINATION (Complete A or B for all trainees)

A. Working or Scheduled to Report to:

1		Training related job
2		Non-training related job

B. Not Scheduled to Report to a Job, But:

3		Looking for work	5		Scheduled for more trng.
4		Not looking for work	6		Not known

C. Primary Workstation (Omit for MDTA)

(1) Is trainee at previous workstation

1		Yes
2		No

(2) Employer is:

1		Public
2		Private, nonprofit
3		Private, for profit

EMPLOYER'S NAME AND ADDRESS

18. CERTIFICATION BY TRAINING FACILITY (FOR MDTA trainees only)

This is to certify that the circumstances of termination for the trainee to whom this report refers are:

1		For Good Cause	2		Not for Good Cause (Complete Item 19)

a. FACILITY NAME AND ADDRESS

b. NAME AND TITLE OF AUTHORIZED OFFICIAL

c. SIGNATURE

d. DATE

19. REVIEW BY FACILITY OR DEPARTMENT HEAD (Complete for MDTA trainee if termination was Not for good cause; all other programs for each trainee.)

I have reviewed the circumstances surrounding the termination of the Trainee to which this report refers and have found them to be accurately described.

a. AGENCY NAME AND ADDRESS

b. NAME AND TITLE OF AUTHORIZED OFFICIAL

c. SIGNATURE

d. DATE

FOR USE BY SELECTION/REFERRAL OFFICE OR SPONSOR

20. ARE ALL PHASES OF TRAINING OR SERVICES TERMINATED IN THIS PROGRAM?

1		YES (If "Yes," enter 9-digit DOT Code for occupation listed in Item 11)
2		NO

DOT CODE

COMPLETE BELOW IF ANY ADDITIONAL OR CONTINUING ACTIVITY IS SCHEDULED

21. PROGRAM IDENTIFICATION (Enter code from item 7 above or check applicable program)

Program Identification Code

27		Special Impact	37		Upward Bound
29		Job Corps	43		Other (Specify)
31		CEP			
		WIN			
		OIC			

Complete for MDTA Programs only

22. MDTA CONTRACT (PROJECT) IDENTIFICATION

a. State Name

b. State Code

c. FY Approved

c. Contract No. Prefix Prime Sub

e. Sec. No.

23. OCCUPATION

24. DOT CODE

25. IS TRAINEE ENROLLED IN ADDITIONAL ACTIVITY?

1		Yes
2		No (If "No," enter reason code from Item 16 above)

26. REASON CODE

STATE NAME AND CODE

OFFICE OR AGREEMENT NUMBER

DATE

CERTIFICATE OF TRAINING
Manpower Development & Training Program

NAME OF TRAINEE CERTIFIED

OCCUPATION AND NO. OF HOURS COMPLETED

NAME OF SCHOOL *(City, State)*

SIGNATURE OF INSTRUCTOR

SIGNATURE OF MDTA SUPERVISOR

SIGNATURE OF TRAINEE | DATE

UNITS OF TRAINING	CLOCK HOURS

TOTAL TRAINING HOURS OFFERED: _____

A certificate similar to the above Certificate of Training is usually issued when the trainee has completed his MDT institutional training. Many cooperative programs also include a Certificate of Cooperative Training issued to the trainee upon successful completion of the co-op phase of his program. The coordinator may want to use one or both of these certificates as evidence of trainee accomplishment in the program.

E. LEGAL EMPLOYMENT

The coordinator must be familiar with local, state and federal laws pertaining to the legal employment of individuals included in the MDT training programs. The following general guidelines will be helpful to the coordinator in establishing a legal base of operation:

Guidelines for the Legal Employment of Trainees

a. Trainees enrolled in MDT-cooperative programs and receiving on-the-job training are subject to the provisions of all local, state, and federal labor laws, unless exempt by special application and approval.
b. The coordinator is expected to know the regulations which apply to each individual trainee, the specific occupation, and the participating training station.
c. The principal kinds of regulations pertain to:
   1) Age restrictions
   2) Minimum wages and overtime pay
   3) Hours of work
   4) Hazardous occupations
   5) Insurance
   6) Minimum wage exemptions for trainees
d. The coordinator does not enforce the laws; however, he informs the employers of provisions which apply to trainees and avoids placing trainees in training stations which do not comply with the laws.
e. Failure to comply with labor laws is damaging to the image of the program and, in instances where trainees' health or safety are impaired, make the coordinator vulnerable to criticism, or even legal action.
f. Information on labor laws should be obtained from the regional office of the Wage and Hours and Public Contracts Division of the U. S. Department of Labor, and from the appropriate State Department of Labor.

Youth Employment Laws

The coordinator must be familiar with his state and federal laws as they pertain to the employment of youth. Since MDT programs serve large numbers of out-of-school youth, it will be necessary for the coordinator to know the "ins" and "outs" of work permits as they relate to work exploration, cooperative training, and permanent job placement.

Minimum Wage Requirements

The Fair Labor Standards Act provides minimum wage and overtime standards, requires equal pay for equal work regardless of sex, and contains certain child labor standards. Coordinators should contact the nearest local or regional office of the Wage and Hours and Public Contracts Division of the U. S. Department of Labor to obtain up-to-date information on provisions and requirements and to get assistance in determining the application of the law to the employment of trainees.

The federal regulations and those in some states have a "cooperative trainee provision" under which the minimum wage rate can be waived. Usually, 3/4ths of the minimum is required. The use of the provision should be used with great discretion. There may be employers who feel that the trainee is costing him money to train and thus want to pay less than the minimum. However, the employer should remember that other new incoming untrained employees rarely start at less than the minimum. The trainee should not be given a false idea of the occupational potential. If one trainee is earning $1.25 an hour in one shop while another in a similar shop is earning $1.60, a motivation problem may result. An equitable arrangement needs to be made between the employer and the coordinator so that the trainee receives the compensation he deserves. Further, federal waivers subject the employer to additional scrutiny of employment records and possible penalties for violations.

The Federal "Wage and Hour Law" applies to workers engaged in interstate or foreign commerce, or in the production of goods for such commerce, and to employees in certain businesses engaged in interstate or foreign commerce. A large portion of the trainees in cooperative programs are in occupations covered by the Act. An employer is expected to know if the Federal Wage and Hour Law applies to his employees. However, the coordinator should know which occupations and types of enterprises are covered by the law and make certain the law is not violated in the employment of trainees.

The coordinator should be aware of the provision of this act in his own state. Though each state may vary slightly, the essential ingredient is nondiscrimination. The coordinator will run into a few cases of discrimination on the basis of age and sex but the main cause for discrimination is on the basis of race. The coordinator must decide the philosophy under which he will operate.

Workmen's Compensation

Workmen's Compensation can be a blessing and a curse for the employee.

If an employee truly receives a disability injury while on the job he should apply for and get workmen's compensation. This, of course, provides him income while he is unable to work. However, employees have "faked" injuries or collected on injuries that were not truly disabling and thus have made employers extremely conscious of the health and attitude of potential employees. Many mployers will not hire anyone who has had a previous workman's compensation claim. The reinjury statistics and collection on a new claim are high enough to stop employers from taking a chance.

Several common misbeliefs exist among employers:

a. Many employers believe that if they hire a youth, a handicapped person, or someone with a previous compensation claim, their insurance coverage rates will increase.

b. Many believe that youth and handicapped persons are not covered under workmen's compensation.

c. The insurance rates increase as the firm's "accident incidents" go up. If, in fact, the handicapped person had an accident on the job and filed a claim, this would increase the number of "incidents" and thus the chances are the rates would increase. They would not, however, increase merely because he was hired.

References for Information on Legal Employment

The following is a sample of references available to the coordinator in the State of Michigan:

1 From the U. S. Department of Labor, Wage and Hour and Public Contracts Division, 1910 Washington Boulevard Building, Detroit, Michigan 48226:

a. *Child - Labor Provisions of the Fair Labor Standards Act,* (Child-Labor Bulletin No. 101).

b. *Employment of Student-Learners,* (Regulations Part 520). Pursuant to Section 14 of the Fair Labor Standards Act of 1938, as amended. Bulletin providing information relative to student-learner classification whereby through a written deviation a student-learner engaged in interstate commerce may be paid less than the legal minimum rate. Ask for form WH-205 -- Certificate to Employ a Student-Learner.

c. *General Coverage of the Wage and Hours Provisions -- Fair Labor Standards Act as amended* (Interpretative Bulletin Part 776). Bulletin interpreting general provisions of the Fair Labor Standards Act.

d. *Handy Reference -- Reference Guide to the Fair Labor Standards Act (Federal Wage-Hour Law)* WHPC 1159. Information guide to Wage and Hours Law -- explained in very simple language.

e. *Highlights of the Fair Labor Standards Act as Amended 1966-* , WHPC 1158.

2 From the Commissioner of Labor, Department of Labor, Cass Building, Lansing, Michigan 48913:

a. *Labor Laws* (charge) A complete handbook of Labor Laws in Michigan.

b. *Employment of Minors in Michigan,* Bulletin No. L51. Digest of laws applying to the employment of minors in Michigan.

c. *Michigan Minimum Wage Law.* Explanation of the wage law.

d. *Employer's Application for Approval Number to Employ Minors*, Form L52.

e. *Michigan Employment Security Act.*

3 From State Department of Education, Division of Vocational Education, Trade and Industrial Service, P. O. Box 928, Lansing, Michigan 48904:

a. *Procedures Covering Legal Employment of Minors in Michigan*, Bulletin No. 2131.

b. *Employment of Minors in Michigan*, Bulletin No. L51.

c. *Application for Approval of Employment of Minors*, Form No. L52.

d. *Procedure for the Recommendation of Minors for Employment in Hazardous Occupations.*

e. *Application for Deviation from Standards to Employ a Student Minor*, Form No. L76.

The coordinator will need the answers to many questions concerning the legal employment of trainees. Of course, the adequacy of answers will depend upon the policies of the state in which the MDT-cooperative program is operating. Here are some of these questions for the MDT coordinator to consider:

- *Does a youth in a temporary work exploratory situation or a cooperative training station need a work permit?*
- *Can a youth receive a deviation to be trained in an area or occupation that would normally be considered rather hazardous?*
- *Does the coordinator have the authority to determine legal employment and thus substitute the work training agreement (under the cooperative plan) for the work permit?*

QUESTION: *Is the employer allowed to pay the MDT co-op trainee less than the minimum wage?*

ANSWER: The Fair Labor Standards Act permits this. The employer may apply for a learner permit to pay 75 per cent of the minimum wage. This is not a recommended practice because of the "red tape" involved and the restrictions of the learner-permit rules. Also, state law varies regarding this provision.

F. SUPPORTIVE SERVICES FOR TRAINEES

The manpower training program must serve the whole person and in doing so must remove every obstacle that prevents him from being trained and employed. Very few manpower programs are funded sufficiently to meet the total need of each trainee. Therefore, the coordinator will engage in many contacts to gain the necessary cooperation of other, already existing, agencies who can meet the trainee's needs by providing supportive services.

Who will provide day-care services for the mothers you are training? How will transportation problems be handled? Where will a trainee get extra money (a loan) in case of an emergency? If the training allowances do not come in on time, how will the trainee meet his expenses?

The coordinator will need to draw upon these resources in order to make his trainees more employable. It must be stated, however, that the coordinator is not necessarily the person who contacts and develops agency participation. Rather the coordinator uses those services which are available to the trainee through agencies already cooperating with the MDT program in providing supportive services for the trainee.

PROBLEM: *Transportation for Trainee from MDT Center to the Training Station*

ANSWER: In some localities public transportation from the site of the Center to the employing firm is very limited. Often trainees do have their own automobiles and would then be expected to provide their own transportation.

The law provides for paying the costs of transportation of trainees between home and the MDT Center. In the MDT-cooperative program the training station is considered an extension of the Center--in essence, a "downtown laboratory."

It is recommended that policy be clarified by the coordinator with MDT administrators regarding paying costs of transportation between the Center and the job laboratory site.

II. HOW TO DEVELOP A COOPERATIVE TRAINING STATION

A. HOW TO DEVELOP THE WORK EXPLORATION STATION

A work exploration experience provides the trainee with a temporary exposure to work. He is placed in an exploratory situation to observe and assist in an occupational area in which he has indicated an interest or for which he shows aptitude. This could take place in any combination of time sequences convenient for the employer and the Center. For instance, the trainee may be released from the Center for two afternoons a week for three weeks or one full day a week for two weeks.

There can be no set formula for determining the amount of released time for work exploration. The coordinator must be ruled by circumstances he cannot always control. However, he must bear in mind that the time span is sufficient to allow the trainee to observe and evaluate the job adequately.

Development of Activity Guidelines

The coordinator must not only be concerned with the time involved but the activities of the trainee during that time. Probably the first question an employer will ask will be, "What do you want him to do and see?" (This may be an objection, too.) The employer seldom has time to sit down and pencil out a work exploration activity plan. Therefore, the coordinator must work with the employer to formulate such a plan. One selling point to an employer, then, will be that the coordinator will help him develop an activity guideline and all he need do during the work exploration phase is to follow it. By following an activity plan like this, the coordinator and the employer accomplish another objective--that of assuring the trainee of a complete and informative experience.

The activity guideline (Sample Form 7) is similar to the training agreement; it lists the job experiences planned for the trainee. The coordinator needs to be knowledgeable in many fields and able to work cooperatively with other instructors in the Center in order that the trainee has the most profitable experiences. MDT programs usually train for occupations in areas that show shortages of trained workers. Since the recruitment and selection of trainees will be done with reference to the areas in which training will occur, the number of individual activity guidelines needed may be relatively few.

The two activity guidelines shown on the following pages indicate suggestions for work exploration experiences in two occupational areas. Similar guidelines can be developed for other occupational areas. If the coordinator feels that an eight-hour plan, such as the one presented here, is too long for a particular trainee, a shorter activity guideline may be developed. What is presented here is merely a suggestion for making the work exploration experiences of the trainee as meaningful as possible.

Sample Form 7

ACTIVITY GUIDELINE

Wheel Alignment Mechanic

The Training Center trainee is an individual who wants to update old skills or in many cases learn a skill in order to provide his household with a steady income. He has expressed an initial interest in your field. Work exploration is designed to help make a wise choice, according to his interests and aptitudes for future vocational training. Since this may be your first experience in this type of program and the trainee's only chance to observe, the following is a proposed exploration program for eight hours a week for a two week period.

We hope these suggestions will be helpful in organizing and conducting this exploration.

DAY 1

Orientation

1. Tour of your plant or office.
2. Introduction to those individuals the trainee will be working with.
3. Explanation of the skills needed for an entry job.
4. Allow trainee (if possible) to observe, relate and work for one person.
   a) This teacher-trainer should be an interested, patient and humanitarian individual.
5. Please discuss job opportunities and beginning wage scales.
6. Customer relations
   a) Appearance
   b) Use of language
   c) Talking with customers
7. Telephone techniques
   a) Taking messages
8. Employer-employee relations
   a) Working area cleanliness
   b) Stocking merchandise on shelves
9. Please let trainee observe a specialist while he works. Explain procedures as they are performed.
10. Explain reasons for wheel aligning and balancing.
    a) Suspension system
    b) Steering gears

    Please give trainee an overall view of the importance of his prospective area.

DAY 2

1. Safety procedures
2. Demonstrate use of hydraulic equipment
   a) Use of jack stanchions
   b) Hydraulic equipment inspection
   c) Jack handle trigger use

3. Care of hand tools
4. Road testing--allow trainee to accompany road tester.
5. Observation

DAY 3

1. Demonstrate use of all power tools
2. Assign to clean up duties and show them how to perform their respective jobs.

DAY 4

1. Use of service and training manuals
   a) Service manuals
   b) Lubrication manuals
2. Location of special electrical switches
   a) Exhaust system
   b) Overhead doors
   c) Light switches
   d) Wall outlets
   e) Air compressor
3. Demonstrate the use of the tap and die set.
4. Demonstrate methods of locating part numbers and prices in the parts catalogs, with special attention to packaging techniques.

We know you realize how much we appreciate you making this opportunity available. Your trainee will be one of an assortment of individual personalities. He may be shy and untrusting to extremely aggressive. He may fit in quickly or he might never feel at home. Whichever he may prove to be, he is interested in this work and could be a possible future employee.

If you have any questions concerning the Center, the trainee or the program in general, please call the coordinator, telephone _____.

Sample Form 8

ACTIVITY GUIDELINE

Kitchen Worker

The Training Center trainee is an individual who wants to update old skills or in many cases learn a skill in order to provide his household with a steady income. He has expressed an initial interest in your field. Work exploration is designed to help make a wise choice, according to his interests and aptitudes for future vocational training. Since this may be your first experience in this type of program and the trainee's only chance to observe, the following is a proposed exploration program for eight hours a week for a two-week period.

We hope these suggestions will be helpful in organizing and conducting this exploration.

DAY 1

Orientation

1. Tour of your plant or office.
2. Introduction to those individuals the trainee will be working with.
3. Explanation of the skills needed for an entry job.
4. Allow trainee (if possible) to observe, relate and work for one person.
   a) This teacher-trainer should be an interested, patient and humanitarian individual.
5. Explain the importance of cleanliness.
6. Show the daily routine you go through to keep things sanitary.
7. Please have the trainee become acquainted with various machines, toasters, fryers, dishwashers, etc.
8. Allow trainee to help with kitchen cleanliness.
9. Work with vegetable man.

DAY 2

1. Work with sandwich man.
2. Coffee man.

DAY 3

1. Explain kitchen safety.
2. Work with pastry man.

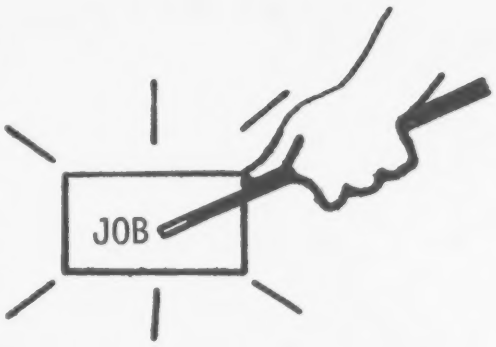
DAY 4

1. Salad girl.
2. Kitchen clean up.

We know you realize how much we appreciate you making this opportunity available. Your trainee will be one of an assortment of individual personalities. He may be shy and untrusting to extremely aggressive. He may fit in quickly or he might never feel at home. Whichever he may prove to be, he is interested in this work and could be a possible future employee.

If you have any questions concerning the Center, the trainee or the program in general, please call the coordinator, telephone _____.

B. HOW TO DEVELOP THE MDT-COOPERATIVE TRAINING STATION



Oftentimes, job development is defined as the act of creating jobs that did not previously exist. If we were to accept this definition, we would find little job development being done. For our purposes, we cannot be so narrow. However, it is essential that we distinguish job development from the mere matching of trainee and job.

Job development is an aggressive, not a passive, function. The filling of an employer request for a trainee is an important phase of job development representing effective past job development. However, it must be recognized at this point as cooperative or permanent job placement. We make this differentiation so that we do not end up with "desk coordinators" who think they are developing jobs. The "inactivity" involved in accepting an employer's job order (perhaps on the telephone) and matching it with a trainee you have in the program is a function of the coordinator. This is not job development, however. Many employment agencies, public and private, are job placers, not job developers. Because of the nature of the population we serve, we must be job developers.

Job development by the coordinator will assure meaningful cooperative skill training and permanent job placement and is an aggressive activity resulting in a proper job placement. Job development manifests itself in four overt acts:

- The modification of employer hiring restrictions
- The advancement of underemployed persons
- The redefining of jobs
- The redirecting of jobs that would be open to the disadvantaged applicant

Obviously, some of these could and do overlap. If the coordinator is successful in modifying certain hiring restrictions, such as the need for a high school diploma to be employed in a specific job, some doors are opened for the disadvantaged trainee. The upgrading of an underemployed permanent employee may enable the employer to "hire" another trainee.

The coordinator can also assist the employer in breaking down a complicated process requiring extensive training into its basic components or steps while maintaining or increasing productivity, thus emphasizing the tasks to be done. The redefining of jobs for cooperative training stations or permanent jobs can be accomplished through such cooperation between the coordinator and the employer.

Finally, the true test of the coordinator's sales talent comes in his ability to sell the employer on hiring a disadvantaged person over another individual.

Advantages of Work Exploration

Although the work exploration phase is not a requirement in an MDT-cooperative program, it has many advantages that should be considered. The well coordinated work exploration program will accomplish the following:

1. Allow the trainee to take a close look at a potential occupational choice.

2. Allow the trainee to compare several occupations.

3. Inspire the trainee to higher attainment within the class setting.

4. Motivate the trainee to complete the program.

5. Permit the use of the experience effectively as a vocational counseling tool.

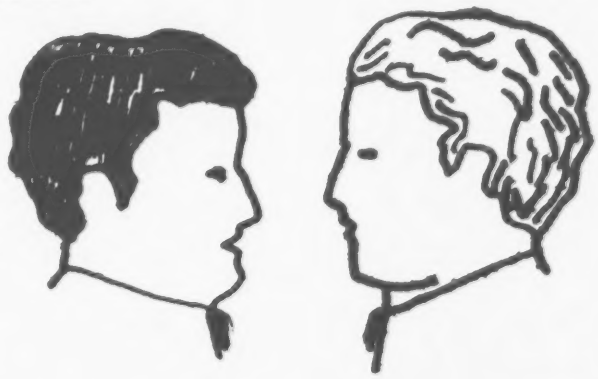
6. Provide an employer the opportunity to look at a prospective employee without committing himself.

7. Enable the coordinator to establish potential cooperative work stations for the MDT-cooperative program.

8. Allow the trainee an opportunity to look at many jobs within an occupational cluster.

9. Permit the trainee to re-observe or explore related areas when he may doubt his present occupational choice.

How to "Sell" the Employer on Work Exploration



An effective work exploration program requires that the coordinator "sell" the idea to the employer in developing work exploration stations. The employer will be concerned about the cost to him, the time involved, and the experiences the trainee should have on the job.

1. The development of a work exploration station involves no cost to the employer; the trainee will participate in one or more exploration activities at various times through his training program.

2. The "buddy" system will relieve the employer of much of the supervision.

3. Work exploration activity guidelines will be prepared and ready for the employer to use.

4. The experience gives the employer the opportunity to observe a potential employee without commitment.

5. No reports or documents for the employer to fill out are required for this kind of experience.

6. Work exploration is one way for the employer to really help the unemployed.

7. The coordinator will provide close supervision of the trainee as needed.

8. The employer has an input into the training by determining the skills needed by the trainee.

9. The work exploration experiences involve a limited time commitment on the part of the employer.

The work exploration phase will no doubt be the first chance at "job development" the coordinator will have. Even though the immediate objectives of "work exploration" and "job development" will differ, similar techniques may be applied for both "work exploration" and "job development."

QUESTION:

Can a particular trainee have more than one cooperative experience?

ANSWER:

Yes, because he has changing needs. Here is one example:

A trainee in automotive services finds after completion of a co-op experience that he really cannot physically or mentally handle auto mechanics. He enjoys working in the garage. He re-enters in a distributive occupation as a co-op trainee in the parts department of a garage.

Techniques of Job Development and Job Placement

The techniques used in job development can also be used effectively in the development of work exploration stations, cooperative training stations, and permanent job placement. Only the immediate program objectives and the emphasis used in each phase differ. As a coordinator, you should find the following techniques of job development useful in working with employers:

1. Always contact the "decision-maker" within a company first. A directive should come from the "top down" stating the company's participation in the cooperative program rather than requiring the coordinator to work up through the ranks.

> Example: A personnel man in the department tells you that he is sure the company would not be interested in being involved. First, he cannot make the decision; and when the decision is made in reverse of his prediction, this merely antagonizes him. Since he will have to carry out the decision, it would be best if he were in favor of the program.

2. Show the employer that you have his interest as well as the trainee's interest at heart.

3. Always talk in terms of one particular trainee.

4. Talk with the employer about specific aspects of a problem and deal with these problems one at a time, i.e., hiring restrictions--high school diploma.

5. Use all job resources available--employers, wholesale distributors, instructors' personal contacts, successfully placed trainees, and the advisory committee.

6. Convince the employer of the value of employee upgrading.

7. Assist him in redefining jobs where applicable.

8. Explain to the employer that you will assist him with any problems he may have with the trainee.

9. Relieve the employer of the burden of "firing" the trainee. Before the trainee is "hired," assure him of your help in a situation like this.

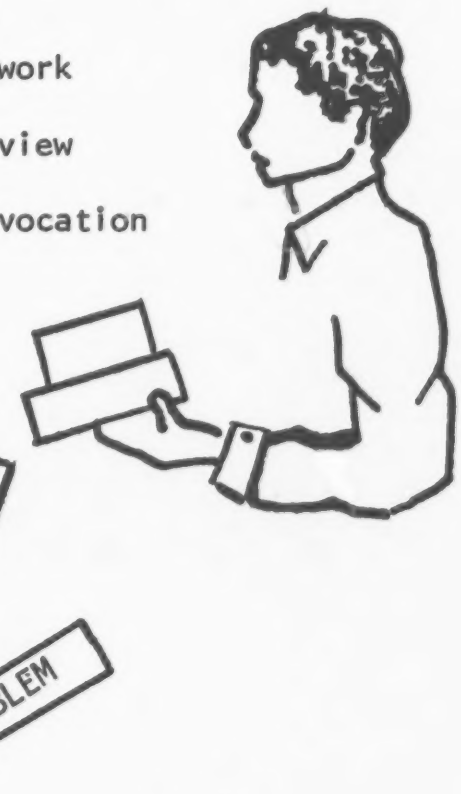
> Caution: Do not "over-sell" a trainee; be honest but optimistic!

10. Know the business and be able to discuss it with the employer.

11. Know what the cooperative program can do for the employer and have the facts to prove it.

12. Gain the support of the union before approaching the employer; employers often fall back on the excuse that the union would not support the idea of a co-op program.

PROBLEMS WHICH AFFECT THE PLACEMENT OF TRAINEES IN JOBS



- Lack of reliable transportation to and from work
- Lack of self-confidence during the job interview
- Trainee's view of the status of a potential vocation
- Trainee's poor self-concept
- History of "job hopping"
- Alcoholism
- Prosecution for drug use
- Criminal record
- Poor driving record
- Lack of high school diploma or GED
- Member of minority group
- Personal appearance and cleanliness
- Record of previous workmen's compensation claim by trainee
- Severe health problems:
  - Diabetic
  - Heart Disease
  - Hemophiliac
  - Muscular Coordination
  - Mental and emotional problems
- Inability to pass employment tests
- Unwillingness to work for beginning wages in the field in which he has been trained
- Low literacy level in reading and writing

Guidelines for the Selection of Cooperative Training Stations

The cooperative training station must be selected on the basis of the needs of the individual MDT trainee. The training station is the place of employment for the trainee and represents a laboratory in which the trainee can get practical work experience in preparation for his occupational goal. Here are several guidelines for the coordinator to remember in selecting cooperative training stations for his trainee:

General Guidelines

- The success of the MDT-cooperative program depends greatly on the selection of training stations suitable to meet the needs of particular trainees.
- The training station should have the potential to provide training for occupations that are challenging to the trainee. The skills and knowledges learned on the job should not be outdated.
- Participating firms should have a good reputation for employing and business practice.
- The on-the-job training content should be matched to the capabilities and interests of individual trainees. A trainee is placed in a training station because of his interest in that occupation and his need for experience in that occupation.
- The employer and supervisor at the training station should be willing to plan appropriate training and instruction for the trainee during the on-the-job phase of cooperative training.
- It is essential that the training stations provide training sponsors who are competent in their occupations and who are able and willing to train trainees.
- The training station should furnish a work environment which is conducive to good health, safety, and the development of job satisfaction in the trainee.

The selection of training stations is one of the more important duties that a coordinator has to perform. Without the careful, thorough examination of a potential training station and the establishment of a good training program, the vocational education program becomes merely another work situation. Thus, the teacher-coordinator should visit all potential employers and discuss with them the values of the cooperative program. Here are key points to consider before entering into an agreement:

- Placement in a job appropriate to the student's career goal
- Learning while on the job

- Skills to be learned
- Health and safety practices
- General and working environment
- Supervisor's duties
- Evaluation procedures
- State laws involved when employing a minor
- Union regulations (if any)

Several sources to which the coordinator may turn to locate training stations include:

- *Community surveys*
- *Student surveys*
- *Advisory committees*
- *Trade associations, chambers of commerce, unions, etc.*
- *The Yellow Pages of the telephone directory*
- *Listings in the city directory*
- *Observations while walking or driving through the area served by the Center*
- *The businesses that cooperated as training stations in previous years*
- *The businesses that presently employ trainees who were enrolled in the MDT cooperative education program during the past year*
- *Local employment security offices*

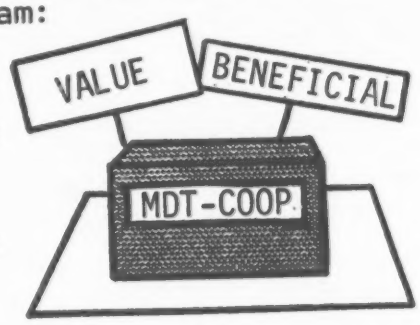
QUESTION: *Does the cooperative training period have to be half-days?*

ANSWER: No, it can be any plan appropriate to the trainee, the employer, and the institution. Here is an example:

The trainee may have minor children at home to care for, and it may be more convenient for the trainee to have co-op experiences scheduled for evenings or Saturdays.

"SELLING" THE EMPLOYER ON CO-OP!!

These "selling points" may convince the prospective employer to participate in an MDT-cooperative training program:



- The employer does not have to sign a contract for the MDT-cooperative training program.

- There is no obvious federal government involvement.

- A minimal working agreement, preferably written, is recommended in order that the employer understands the training that will take place at the work station -- the guidelines to follow in setting up an individual's program. The agreement should be signed by the employer, the coordinator, and the trainee.

- Professional service is provided in the form of trained teachers, "know-how," and equipment (in some cases). Employers can help in recruiting trainees and prospective trainees through a cooperative effort.

- The coordinator will help the trainee with personal adjustment that is necessary to succeed on the job.

- The cooperative program may provide a screening device for the employer in finding future employees.

- The cooperative program provides the employer with a "trained" individual to perform specific duties.

- The program provides a frame of reference for the trainee with regard to attendance, adherence to policies, etc., through the close supervision which is a part of the program.

- The trainees in the MDT-cooperative training program may tend to be a little older than co-op trainees in other types of programs.

- The individualized instruction needed by each trainee will be provided at the particular time needed; there is more flexibility of instruction with this type of program.

- The MDT-cooperative program will meet an individual employer's request for a trainee to fill a specific position.

- Participation in the co-op program is a way for the employer to help in building better community relations through a contribution to social change.

A CASE IN POINT --
"SELLING" A PARTICULAR TRAINEE

David Williams is the coordinator for the MDT-cooperative program at the MDT Skills Center in a large eastern city. Part of his apparent success in the first three years of the program has been due to the contacts he has made in promoting MDT and the trainees in his community: he has given several presentations before community organizations; he has written articles that have appeared in local newspapers showing the trainees' successes in the program; and he appears to maintain excellent rapport with the trainees in the program.

At the present time he is coordinating a total of 22 trainees in various occupational areas. One of the young trainees in his program is John Turner, a 19-year-old trainee, who is hoping to become an auto mechanic. John has also demonstrated his desire to complete his work toward the GED certificate.

During the past two years Williams has been successful in placing four trainees in a co-op situation with Seth Wyman, the owner of one of the largest auto repair shops in the area. Wyman has appeared to be favorably impressed with these four trainees and their contributions to his work force, and two of these trainees have stayed on with his firm in permanent positions. Since he has never had a black employee the coordinator is aware that this particular case must be handled with care. Before he asks Wyman to consider John as a co-op trainee, he feels it is important to have the two meet, perhaps for one or two "exploration" sessions. This would give Mr. Wyman a chance to talk with John and would also give John an opportunity to "explore" auto mechanics. After two of these sessions a noticeable rapport seemed to be developing between Wyman and John; now the coordinator is prepared to ask for a co-op training station for John.

Wyman has already noticed many of the good qualities that John has--punctuality, good attendance, interest--and has indicated that these qualities are important to his business.

This is one way in which the coordinator can "sell" the employer on the value of having a trainee, no matter what ethnic or minority background that trainee may have.

In a case like this the coordinator must be able to deal with any objections the employer might have. He must be able to "sell" the employer on the value of having this <u>particular</u> trainee.

The Coordinator and the Training Station

Identifying the needs of the training stations as a group and individually is imperative to the coordinator who wishes to establish an effective cooperative program for MDT. The types of employment, learning experience, degree of responsibility the trainee may be expected to assume, the hours and length of employment, previous education of the trainee, the personality of the training station sponsor, and many other factors must be identified and evaluated before proper placement can be made.

Organizing and supervising the step-by-step training plan at the training station and in the Center is the major instructional activity of the coordinator and successful execution depends upon the information secured in consultation with the training station sponsor, for together they develop the step-by-step training plan which determines what is to be learned and where it is to be taught.

In preparing a complete training plan, learning outcomes should be identified for the career objectives of each of the trainees. The involvement of the training station sponsors, the trainees, and the coordinator aid and vitalize the step-by-step training plan. It insures better training stations and allows the sponsor to express his knowledge and implement his procedures as a co-educator. It also provides the coordinator an opportunity to enrich his knowledge of current occupational procedures and practices.

This program makes a special attempt to relate the classroom instruction specifically to on-the-job training and to gain all the potential learning advantages therefrom. It serves as a basis for guiding the trainee through worthwhile educational experiences on the job.

The step-by-step training plan indicates the specific objective to be emphasized and whether it is to be stressed in the classroom or at the training station or both. It is derived jointly by the coordinator and the training station sponsor from a realistic analysis of the tasks, duties, and responsibilities of the trainee on his part-time job. The development of the specific training plans, together with follow-up activities, becomes one of the most important activities of the coordinator during his coordination time.

Evaluating progress through coordination visits aids the coordinator in a number of ways:

- He is able to see how well the trainee is adjusting to training station responsibilities.
- He can determine whether the trainee is progressing according to the step-by-step plan in the tasks undertaken.
- He can also see how much the trainee has learned--degree of proficiency.
- He can evaluate the progress of the MDT-cooperative program by analyzing the collective attitudes of the training station sponsor.

Cooperative Arrangements with Supervisors of Trainees

The coordinator plays a very important part in orienting the training supervisor (job sponsor) at the participating training station to the MDT-cooperative program and the trainees it serves. One thing the training sponsor will need to know is his responsibility as a training supervisor of the MDT trainee.

An initial conference with both the employer and the training supervisor (if they are not one and the same) should give the coordinator an opportunity to talk over with them the problems and possibilities involved in having an MDT trainee in a cooperative work station with that particular business. It may seem like an easy task to list the responsibilities of the training sponsor or the employer, but the real difficulty lies in how to "reach" the sponsor to show him what these responsibilities really are. The coordinator must be extremely tactful but helpful in dealing with the employer and the training supervisor in business or industry.

Responsibilities of	
Training Supervisor	Coordinator
1. Always treat the trainee as a human being ... not as a "dummy."	1. Help the sponsor develop an awareness of what it is like to be poor ... black ... failure ... unemployed ... others.
2. Recognize the shortcomings of trainees but be positive in terms of possible solutions.	2. Don't talk down to the sponsor; talk with him to help him help the trainee.
3. Introduce the trainee as an employee ... and help the trainee develop good working relationships with other employees.	3. Encourage the sponsor to praise the trainee, but only for good effort or good work performed.
4. Demand that the trainee abide by the same rules as everyone else. Require trainee to perform some kinds of tasks as other employees.	4. Expect the trainee to put forth effort and to perform well.
5. Contact the coordinator immediately if a problem is forthcoming or if a problem (previously unforeseeable) is present.	5. Always be available when the training sponsor needs your help ... go today ... the trainees problem exists now ... it will not wait.

Training Station Visitations

How often should a coordinator make a training station visit? There cannot be a prescribed formula handed out as each trainee, employer, and occupation will differ in demands. The insecure trainee may require daily visits until he is more secure. Another reason for visitation may be for evaluating the trainee's performance throughout the cooperative experience. Visits to the training station will include:

1. *The Employer and/or Supervisor Visitation (Evaluation)*

   The employer/supervisor/coordinator conference is the most effective means of evaluating the trainee's work experience. Such evaluation will help the coordinator:

   a. Determine adherence of the training station to the training plan for the trainee.
   b. Make adjustments to the training plan as is needed.
   c. Evaluate the trainee's progress on the job.
   d. Assure proper training methods are being used.

2. *Observation of Trainees*

   The training station visit permits the coordinator to observe the trainee on the job and can help the coordinator:

   a. Determine the appropriateness of trainee dress and grooming on the job.
   b. See how other employees seem to react to the trainee.
   c. See how he meets and serves the public.
   d. Show the trainee that the coordinator is interested in his occupational development.
   e. Observe any apparent difficulties that have not been previously brought to the coordinator's attention.

3. *Promotional Activities for the Program*

   In order to develop new training stations and to assist the employer in upgrading existing positions, the coordinator will:

   a. Make training station personnel continuously aware of training activities and objectives.
   b. Keep abreast of current trends in the world of work.
   c. Secure publications or other current materials which can be used as source materials in the instructional phase of the training.
   d. Solicit participation of employers in training or promotional activities.
   e. Distribute and explain brochures that are locally designed or developed by the state staff.

"DO'S AND DON'TS"

DURING THE TRAINING STATION VISITATION

DO:

- Thank the employer for his time.
- Review the training agreement periodically with the employer.
- Review the trainee's program with the employer regularly.
- Meet where the employer wants to meet and sit where he wants you to sit, regardless of your attire. Your discomfort will be easily noticed.
- Always talk with the supervisor and the trainee during every visit.
- Use the employer as a contact for the development of other MDT-cooperative situations.
- Consider this a cooperative arrangement mutually beneficial to all, not a "favor."

DON'T:

- Drop in on the employer without first calling.
- Stay any longer than necessary to get the information needed.
- Ask the employer to do any more paperwork than is necessary.
- Talk to the trainee's supervisor about the trainee in front of the trainee as if he were not there.
- Forget to reassure the trainee before leaving him if a private consultation is necessary with the employer or the supervisor.
- Comment on the working conditions within the plant unless a change has been evidenced since the training agreement that affects the training station.

Scheduling for Visitations

A general principle in scheduling is that follow-up should be made in person by the coordinator whenever possible. Telephone calls may help to alleviate temporary problems as they arise or will bring to the attention of the coordinator those problems which require his immediate attention or that of the training supervisor.

Initial follow-up should take place on the first day of the co-op experience, with the coordinator making a personal visit to the training station. Subsequent follow-up, on a regular schedule, should take place during each week of the cooperative experience and should depend, too, upon the individual needs of the trainee and the problems that arise at the training station.

During the first week of the trainee's co-op experience, the coordinator will need to make numerous "checks" on the trainee's progress and to plan on-the-job and in-school learning experiences which complement each other. The alert coordinator uses his contact with employers and training sponsors as an opportunity to learn about changes in occupations and new procedures which should be incorporated into classroom and job instruction. He consults with the training sponsor and obtains suggestions on the competencies that should be developed in the instruction offered in the Center.

Many times employers may provide instructional materials which trainees may use for independent study. Through continuous contact with business and industry, the coordinator keeps abreast of changes and trends that have implications for the training of MDT trainees.

The coordinator must be ready to come to the training station at any time that the employer feels it is necessary to help with a trainee problem such as: the trainee may not get to work on time; he may not come to work at all; other personal problems may be affecting the trainee's work.

The coordinator may find it helpful to maintain a coordination and visitation record similar to the sample shown. He could use a record like this to plan ahead for each day's training station visitations. However, rather than planning his full day, he must leave enough time for emergency training station visitations requested by some employers.

QUESTION: *If the employer claims that taking a trainee on a co-op basis will cause him to have excess costs, can he be reimbursed?*

ANSWER: No, not under present policies related to MDT institutional training.

Sample Form 9

COORDINATION RECORD

Business Firm _____

Address _____ Phone _____

Manager _____ Phone _____

Sponsor(s) _____ Phone _____

Special Information: _____

_____

_____

Trainee _____ Cooperative _____

Project _____ Started _____

Planning Record Reviewed _____ Termination _____

Reasons _____

Visitation Schedule

Date	Purpose	Persons Contacted	Action or Results

Comments:

Note: This form could be printed on two sides of a 4 x 6 or 5 x 8 card and the cards carried in a salesman's visible index-type folder.

Sample Form 10

TRAINING AGREEMENT FOR MDT-COOPERATIVE PROGRAMS

This training agreement is to (1) define clearly the conditions and schedule of training whereby Trainee _____ is to receive training in _____ and (2) serve as a guide to the cooperating parties: the _____ _____ Company and the _____ _____ MDT Training Center.

The purpose of this agreement is to provide the trainee with opportunities for education and training in the basic skills of the occupation and the technical information related to it. In order that a systematic plan which provides for well-rounded training can be followed, a schedule of work experience and a course of study paralleling it have been worked out and agreed upon by the employer and the coordinator of cooperative programs for the MDT Training Center.

The trainee agrees to perform the work experiences assigned by the employer according to the same company policies and regulations as apply to regular employees. The trainee also agrees to pursue faithfully the prescribed course of study and to take advantage of every opportunity to improve his efficiency, knowledge, and personal traits so that he may enter his chosen occupations as a desirable employee at the termination of the training period.

In addition to providing practical instruction, the employer agrees to pay the trainee for the useful work done while undergoing training according to the following plan:

1. The beginning wage will be $_____per_____for_____ hours per week, which amount is approximately _____ per cent of that paid competent full-time employees in the same occupation in the community.

2. A review of the wages paid the trainee will be made jointly and periodically by the employer and coordinator at least once each training session for the purpose of determining a fair and equitable wage adjustment consistent with the trainee's increased ability and prevailing economic conditions.

The training period begins _____, and ends _____. There will be a probationary period of _____ days during which the interested parties may determine if the trainee has made a wise choice of an occupation and if the training should be continued.

This plan has been reviewed and recommended by the Local Advisory Committee. It may be terminated for just cause by either party.

Approvals:

_____
Trainee

_____
Employer

_____
Coordinator

Sample Form 11

SUGGESTED OVERALL TRAINING PLAN

Trainee _____ Job Position _____

Firm _____ Department _____

RELATED CLASSROOM INSTRUCTION AND INDIVIDUAL STUDY PROJECTS	SCHEDULE OF TASKS TO BE LEARNED AND PERFORMED ON-THE-JOB
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

Special Tools and Equipment the trainee will gain experience on/with: _____

_____

Additional Experiences the trainee should have: _____

_____

EVALUATION OF RELATED CLASSROOM INSTRUCTION (INSTRUCTOR/COORDINATOR)	EVALUATION OF ON-THE-JOB TASKS AND ACTIVITIES (EMPLOYER/COORDINATOR)

SIGNATURES:

_____
Trainee Date

_____
Employer Date

_____
Coordinator Date

Sample Form 12

STEP-BY-STEP JOB TRAINING PLAN

Trainee _____ Training Objective _____

Future Career Objective (If Known) _____

Training Station _____ Telephone _____

Training Sponsor/Supervisor _____

Department _____

Coordinator _____

Address _____ Telephone _____

JOB TRAINING EXPERIENCES	WORK PERIODS		RATING*	
	In Class	On-the-Job	In Class	On-the-Job

*Excellent --E
Satisfactory --S
Unsatisfactory--U

Sample Form 12

STEP-BY-STEP JOB TRAINING PLAN
(Continued)

JOB TRAINING EXPERIENCES	WORK PERIODS		RATING*	
	In Class	On-the-Job	In Class	On-the-Job
Comments:				

*Excellent --E
Satisfactory --S
Unsatisfactory--U

C. HOW TO EVALUATE THE TRAINEE'S COOPERATIVE ON-THE-JOB EXPERIENCES

Follow-up is the activity of evaluating the progress of a trainee in a work exploration experience, cooperative work station, or permanent placement position. Obviously, this could be extremely time consuming; and thus it is necessary to have a plan of action. The State Employment Service has no responsibility for follow-up during the work exploration or cooperative training phases. The SES, however, assumes some responsibility for follow-up after the trainee is in his first permanent position.

The Plan of Action for Follow-Up

First, what should be the "plan of action" for evaluation? In other words, what must be evaluated and what techniques can be used for doing this?

The Plan of Action which follows requires the checking of three phases of the program: (1) the employer's evaluation, (2) the terms of the training agreement, and (3) the trainee's self-evaluation. Many techniques could be devised to obtain this information, but only one will be suggested here for each phase.

PLAN OF ACTION FOR FOLLOW-UP

1. Employer's Evaluation of the Trainee
   - a. Relations with others
   - b. Attitude and its application to work
   - c. Quality of work
   - d. Judgment
   - e. Ability to learn
   - f. Dependability
     - (1) Attendance
     - (2) Punctuality
   - g. Other

2. Training Agreement
   - a. Are the terms of the agreement being met?
   - b. Is the trainee on schedule as planned?

3. Trainee's Self-Evaluation (as it relates to job)
   - a. Is the trainee interested in the occupation?
   - b. Is his self-concept in line with the demands of the job?

The employer's evaluation of the trainee can be handled with a form for the employer to complete, with the coordinator discussing with him any questionable or problem areas. (See "Employer's Evaluation of Trainee") The coordinator should have a copy of the training agreement to review in the presence of the trainee and the employer. The Trainee's Self-Evaluation may be handled by an on-the-job interview.

The evaluation formats shown as examples may be used as a tool to organize data. The employer should discuss and interpret the information on the form with the coordinator after the information has been filled out on the form.

Follow-Up Scheduling

Another technique in obtaining the information needed in follow-up is knowing when and how often to ask for it. It would be impossible to propose a precise schedule for each trainee because each job and each situation will be different. The following examples may be helpful in follow-up:

- The coordinator must check frequently on a trainee who is having problems; one who is having fewer problems may be contacted less frequently.

- The plan of action for evaluation cannot be accomplished on every follow-up visit. The employer may be unwilling in some cases to review the training agreement or do a written evaluation at the end of one week. However, get his verbal opinion as well as the trainee's opinion on every call. Formalized evaluations and reviews should be completed when the trainee is one-third or two-thirds of the way through the training.

- Finally, the State Employment Service has a responsibility to do follow-up on final job placements. However, this is usually done via the mail. If the employee does not answer, there is no follow-up. The MDT Center has a responsibility to make sure the work adjustment is complete and thus should do follow-up for at least 12 months. Cooperation between the State Employment Service and the coordinator will result in less duplication of time and effort and better service to the ex-trainee.

REMINDER: The trainee's record card has a place to record follow-ups. Be sure this is kept up to date. A follow-up "tickler file" may be desirable with a clerical person to maintain and update the record.

Sample Form 13

TRAINEE'S JOB PERFORMANCE RATING SHEET

Trainee's Name _____ Position _____

Employer _____ Date _____

Company _____ From _____ to _____

EMPLOYER'S EVALUATION OF CO-OPERATIVE TRAINEE'S ON-THE-JOB WORK

Your constructive criticism enables us to provide better instructional training. Please check the following traits as (0) unsatisfactory, (1) poor, (2) good, (3) excellent.

Personal Traits				
Grooming	0	1	2	3
Suitability of dress	0	1	2	3
Personal hygiene	0	1	2	3
Deportment	0	1	2	3
Speech	0	1	2	3
Interest in work	0	1	2	3
Co-operation	0	1	2	3
Initiative	0	1	2	3
Adaptability	0	1	2	3
Ambition	0	1	2	3
Tact	0	1	2	3

Skill Performance*				
Typing	0	1	2	3
Shorthand	0	1	2	3
Transcription	0	1	2	3
Filing	0	1	2	3
Grammar	0	1	2	3
Mathematics	0	1	2	3
Spelling	0	1	2	3
Punctuation and Capitalization	0	1	2	3
Proofreading	0	1	2	3
Office Machines	0	1	2	3

Ability to				
Follow directions	0	1	2	3
Take criticism	0	1	2	3
Understand instructions	0	1	2	3
Attend to details	0	1	2	3
Keep on the job	0	1	2	3

Business Techniques*				
Use of telephone	0	1	2	3
Use of sources of information	0	1	2	3
Office house-keeping	0	1	2	3
Meeting People	0	1	2	3
Use of supplies	0	1	2	3

Times absent _____

Times tardy _____

General rating of trainee: (A) Excellent (B) Good
(Please circle one) (C) Fair (D) Unsatisfactory

Please list any points that should be emphasized in training:

1.
2.
3.

_____
(Employer's Signature)

* These sections will differ according to required performance in various occupational areas.

Sample Form 14

TRAINEE RATING SHEET*

Trainee _____ Employer _____

Instructions to Employer: Read each line carefully. Above each description place a check mark over the phrase which describes this trainee most accurately. If you think the individual is half way between two descriptions, make your mark about half way between them on that line. Any additional comments you wish to make will be helpful.

RELIABILITY

Cannot be depended on; requires constant supervision.	Must be reminded of duties; must be carefully supervised.	Satisfactorily performs all assigned duties; requires average supervision.	Is a good dependable worker; requires little supervision.	Is completely reliable and able to carry on without supervision.

Comments: _____

PERSONAL APPEARANCE

Always presents an appropriate well-groomed appearance.	Usually is very careful of his appearance.	Has an acceptable appearance; could make some improvement.	Often neglects to take care of his personal appearance.	Appears slovenly and unkempt.

Comments: _____

PERSONALITY

Makes a poor impression on others; is inconsiderate.	Inclined to be indifferent.	Is polite and friendly when approached by others.	Practices courtesy in dealing with others; is always cheerful.	Makes a favorable impression on all he contacts.

Comments: _____

COOPERATION

Always very cooperative; has the knack of helping others.	Willing to cooperate.	Gives no trouble; cooperates when asked but does not volunteer.	Is a "lone wolf"; works alone and shuns others.	Is hostile towards others; does not behave as member of a group.

Comments: _____

*This rating sheet is general and could be adapted to any occupational area.

Sample Form 14

TRAINEE RATING SHEET (Continued)

ATTITUDE TOWARD WORK				
Seems to resent the work; has no desire to learn.	Is willing to work but shows no interest or enthusiasm in his job.	Seems to enjoy his work; but is willing to "stand still" and not advance.	Shows interest in his work and has a desire to learn.	Takes a keen interest in the work and often takes the initiative to learn.

Comments:_____

JOB SKILLS				
Possesses all of the essential skills and knowledge.	Has an above average grasp of the essential skills.	Has an acceptable knowledge of routine and skills.	Has a limited knowledge; is lacking in some essentials.	Has a definite lack of skills and knowledge.

Comments:_____

WORK HABITS				
Has to be told several times before doing work.	Has poor work habits and is at time neglectful.	Does what he is told but sees no more to do.	Does more than is required and works efficiently.	Works rapidly and efficiently and resourceful and finds extra things to do.

Comments:_____

What are this students strongest points?

What weaknesses need correction:

Signed_____
(Employer-Trainer)

Date_____

Sample Form 15

EMPLOYER'S EVALUATION OF TRAINEE

IN AN MDT-COOPERATIVE PROGRAM

Name:_____ Job:_____

Length of Work Period:_____ Dates:_____

INSTRUCTIONS: The immediate supervisor will evaluate the trainee objectively, comparing him with other individuals at an entry level. Please be as impersonal as possible, as the counselor will use this in helping the trainee make an accurate vocational training choice.

RELATIONS WITH OTHERS

- ☐ Exceptionally well accepted
- ☐ Works well with others
- ☐ Gets along satisfactorily
- ☐ Has some difficulty working with others
- ☐ Works very poorly with others

ATTITUDE--APPLICATION TO WORK

- ☐ Outstanding in enthusiasm
- ☐ Very interested and industrious
- ☐ Average in diligence and interest
- ☐ Somewhat indifferent
- ☐ Definitely not interested

JUDGMENT

- ☐ Exceptionally mature
- ☐ Above average in making decisions
- ☐ Usually makes the right decision
- ☐ Often uses poor judgment
- ☐ Consistently uses bad judgment

DEPENDABILITY

- ☐ Completely dependable
- ☐ Above average in dependability
- ☐ Usually dependable
- ☐ Sometimes neglectful or careless
- ☐ Unreliable

ABILITY TO LEARN

- ☐ Learns very quickly
- ☐ Learns readily
- ☐ Average in learning
- ☐ Rather slow to learn
- ☐ Very slow to learn

QUALITY OF WORK

- ☐ Excellent
- ☐ Very good
- ☐ Average
- ☐ Below average
- ☐ Very poor

ATTENDANCE: Regular ☐ Irregular ☐

PUNCTUALITY: Regular ☐ Irregular ☐

OVERALL PERFORMANCE:

- ☐ Outstanding
- ☐ Very Good
- ☐ Average
- ☐ Marginal
- ☐ Unsatisfactory

What traits may help or hinder the trainee's advancement?

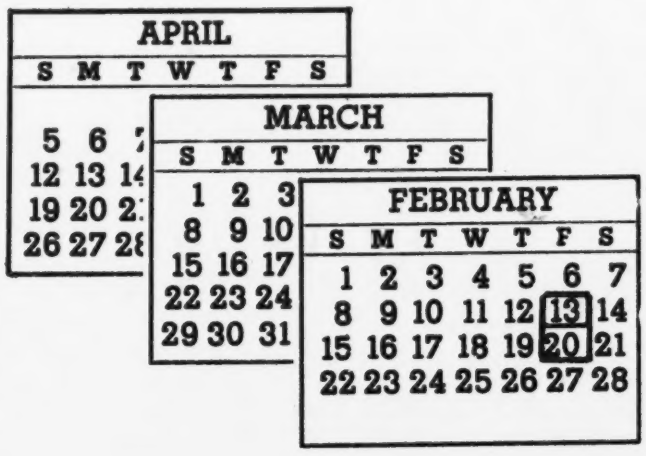
Additional remarks (over if necessary)

Signed: _____ _____

Immediate Supervisor Date

Permanent Follow-Up

If the trainee remains in a permanent job position with the same firm, the coordinator should institute a continuous follow-up pattern: end of first week, end of second week, 15 days, 30 days, and every two months thereafter. If the trainee is placed in a permanent position with a firm other than the one in which he received his cooperative training, the coordinator should also set up a follow-up schedule in order to help the trainee and his employer meet problems as they arise.



III. HOW TO CORRELATE AND COORDINATE RELATED INSTRUCTION WITH ON-THE-JOB EXPERIENCES

A. CORRELATION OF JOB EXPERIENCES WITH CLASSROOM EXPERIENCES

If the cooperative plan of instruction were only job experience, it would be worthwhile but not the optimum educational experience it could be. The true learning value of cooperative education occurs in the correlation of the cooperative work station experience with the related occupational training. But continuous employer contact by the coordinator is necessary in order to be sure that the related instruction at the institution is relevant. The cooperative work station is in fact a training station and, as such, lends a great deal of flexibility to the training available in the Center's program. Thus, the coordinator must realize the full extent of his responsibility in correlating the related instruction available to the trainee at the Center with the instruction and experience given the trainee by the training sponsor at the training station.

The coordinator, the classroom instructor, and the employer work together to make sure that the "training plan" for the trainee provides for acquisition of necessary occupational knowledge and actual or simulated experiences before the trainee must perform identical tasks on the job. If the trainee performance on-the-job is inadequate, the related instruction must provide the necessary remediation.

The coordinator should arrange work experiences with the employer so that the trainee receives in-school experience on machines and equipment similar in principle to those he will operate at the work station. (Some of these may be available at the Center, but the work experience at the cooperative training station will permit the trainee maximum job experience on machines the Center does not have.)

Specifying the Trainee's Needs to the Related Instructors

One of the responsibilities of a coordinator is evaluation. This may involve conferences on the job and discussions with the trainee to determine what he needs to learn next in school. Often the timing is critical--he needs to know something within a few days because he cannot do a particular task on the job or will have to do the task next week. These needs can be described orally to the instructors, but a form such as the one on the following page may be helpful for the following reasons:

- After a coordination visit, you may have to "scramble" to another appointment and forget the details of your discussion with the employer--fill out the form at once in the employer's presence or immediately upon leaving him.

- The instructor you wish to talk with may be sick or ill for a day or two, and this written request will be available.

- The form can be copied in case two or more instructors might be involved with various items on the form. This would save a lot of discussion with them.

THE TRAINEE'S NEED FOR RELATED INSTRUCTION

Date _____

TO: _____
(Instructor, Counselor)

FROM: _____
(Coordinator)

TRAINEE: _____

JOB TITLE: _____

TRAINING STATION: _____

TRAINING SPONSOR: _____

My check with the training station sponsor indicates that the trainee needs help with the following:

1. New Skills or Knowledges

	Within 2 weeks	Within 4 weeks

2. Refresher (Skills or Knowledges)

3. Personal Problems, Attitudes, or Traits

Techniques for Correlating Instruction

If the coordinator also has the responsibility for teaching in the MDT program, problems involved in the correlation of instruction are greatly minimized. The teacher-coordinator is teaching the same trainee he sees on the job at the training station. Thus a middleman has been eliminated. The employer can convey directly to the teacher-coordinator his need for a particular trainee to have extra practice, advanced work, or training in new processes that the trainee will need to know by a given time. The teacher-coordinator does not have to convince the related skills instructor of this learning need (for he is the related skills instructor). Therefore, communication problems are minimal.

The coordinator, however, must communicate the employer's requests for trainee instruction to other instructors for each trainee. This may increase the chance of error and communication breakdown. Nonetheless, correlation of the related instruction with the cooperative experience must be done.

The backbone of correlation is a detailed training agreement, with continuous trainee follow-up and evaluation. Only in this way can the coordinator stay on top of the situation. The learning tasks must be listed on the agreement, along with approximate time periods required for each task. Three copies of the agreement are necessary: one for the employer, one for the coordinator, and one for the instructor. This will decrease the amount of verbal communication necessary.

A coordinator must meet at least once a week with each instructor whose trainees he is coordinating. This session is a "must"--even if it is only for a few minutes and done informally. A coordinator cannot assume that "everything is all right" or that "no news is good news." If a coordinator does not discuss the related instruction with the instructor regularly, the instructor may wish to send word to the employer via the coordinator that a trainee needs experience on a machine the Center does not have or that a trainee's personal problems have been interfering with progress in the related classroom. For example, Trainee "X" should be ready to learn how to operate a lathe, according to his training agreement. However, the instructor has not been able to provide the training for him as yet.

Oftentimes the trainee finds it difficult to see the relationship between those skills learned within the classroom and those learned on the job. The progress of the trainee depends upon his ease in seeing this relationship. This is not only true of the related skill instruction but of basic education as well. To the trainee who is planning to be a machinist, it may be easier for him to see the need for learning how to operate a drill press than learning to read.

Examples of Experiences Correlated with Related Skill Training

- Trainee "X" is being trained as a general machine operator. The training agreement states that his employer will have him working on a lathe in two days. The coordinator has checked with the employer, and he seems satisfied with "X's" progress. "X" will indeed be put on the lathe if he has had the 275 hours of classroom instruction needed. In his talks with the instructor, the coordinator finds that even though the instructor is aware of the terms of the agreement, "X" will not have completed the required number of hours before next week. The coordinator informs the employer of this fact, and arrangements are made for "X" to be trained in a limited but well supervised way on the machine at the training station.

- Trainee "C" has been employed as a cashier in a local store. On her last evaluation the employer was very unhappy with cash shortages. He feels that she is honest and these shortages are caused by mistakes in making change. The coordinator relates the problem to the instructor, and "C" is given intensive work in arithmetic (addition and subtraction practice), counting out change to a customer, and cashing out the register. This practice has taken precedence over all other classes for the week. A volunteer tutor was assigned to her to work under the direction of the instructor. "C" is well aware of the need to correct this problem in order to keep the job.

Examples of Experiences Correlated with Basic Education

- Trainee "M" has shown a severe lack of interest in learning to read and write. His training as a machine operator and his co-op job have been making more and more demands on this ability. The employer has complained to the coordinator that the trainee often misunderstands written instructions simply because he cannot read. The coordinator conferred with the basic education instructor; and together they decided to use company forms, manuals, and other written items to "spark" the trainee's interest and point out the need for him to read.

- Trainee "W" shows an interest in becoming a carpenter and is now employed in a directed co-op experience as a carpenter's helper. "W" is having difficulty in his mathematics instruction and has not been willing to cope with "textbook study" in order to sharpen his math skills. The employer indicated to the coordinator (and to "W") that "W" needs more work in math and helped the coordinator develop a list of examples of computations needed on the job. In turn, the coordinator consulted with the basic education instructor to make sure that math problems emphasizing the on-the-job needs would be included in "W's" instruction.

COMMON PROBLEMS WHICH AFFECT TRAINEES' ON-THE-JOB EXPERIENCES

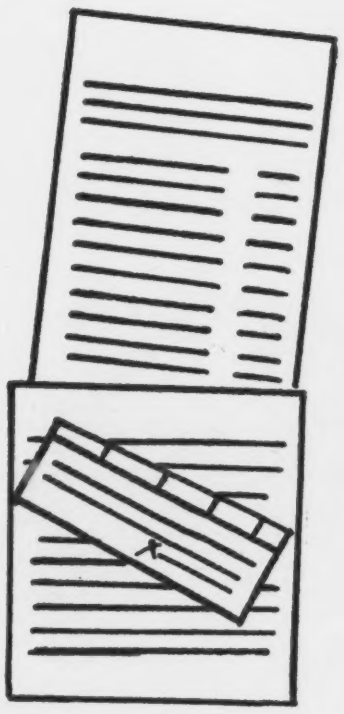
- Attitude Problems
  - a. Feeling that the employer owes him a job
  - b. No feeling of responsibility or obligation to employer for a good job
  - c. No feeling of responsibility toward family for his support
- Inability to Follow Directions
- Misuse of "Coffee Breaks"
- Alcoholism or Drugs
- Misunderstanding over Employment Agreement
  - a. Wages paid
  - b. Hours worked
  - c. Shift changes
  - d. Fringe benefits
- Slow Learner
- Garnishments
- Babysitting Problems
- Inability to Take Orders from Superiors
- Lack of Interest--in the occupation for which he has been trained
- Inability to Accept Criticism from Employer/Supervisor
- Attendance and Punctuality
  - a. Late to work
  - b. Frequent absences
- Lack of Self-Confidence, which often results in a trainee quitting a job because:
  - a. He is sure he is not doing a good job
  - b. The other workers do not like him
  - c. His employer is prejudiced
- Low Production
  - a. Producing <u>fewer</u> units than regular employees
  - b. Producing <u>fewer error-free units</u> than other employees

SUGGESTED TOPICS TO BE DISCUSSED IN THE GENERAL RELATED INSTRUCTION CLASS

1. Hiring restrictions within the industry for which trainees are being trained
2. Apprenticeships
3. Educational and training requirements to advance beyond the entry level position
4. Wage scale and matching skill levels
5. Unions
6. Acceptable appearance and special attire (shoes, uniforms)
7. Employment benefits common to occupational area
8. Pay scales and pay checks (how to figure wages, understanding wages)
9. The various ways of doing the same job; individual company preferences and the ability to adapt the skills learned to a particular situation
10. Tool care and handling
11. Problem handling -- human relations, peer groups, employer-employee relationships
12. Legal rights as to employment
13. The importance of remembering names and techniques to use
14. Organizational plans common to the industry and how the trainee fits into the organization
15. Pilferage and the company loss
16. Advantages and disadvantages of working within the industry:
    - Safety hazards
    - Health hazards
    - Promotional opportunities
17. Job attitude and responsibility

B. CORRELATION PROJECTS

Many projects and activities can be included in the related instruction for various phases of the trainee's program to correlate the in-school instruction with that received on the job. Here are some suggested projects and activities that trainees in various occupational areas might do relating to their on-the-job cooperative experiences:



1. How many times each day do you find you must read on your job? (Be sure to count signs, directions, manuals ... everything you must read!)

2. Obtain an application blank from your employer, fill it in, and check to see if you spelled all words correctly. Please give the completed blank to your employer for him to check.

3. What kind of arithmetic must you do on your job? Give examples. (Note: Be sure to look at your paycheck!)

4. Is there a union where you work? If so, write a short report on what the union does, how many members it has, and what occupational areas it covers.

5. Every job has a special language. Make a list of words that are used in your field of work.

6. You are the boss. What kind of people would you hire? What are the things these employees would have to do? Ask your boss to look over your list and see if your requirements are the same as your boss's.

7. Can you support your family on the money you will make in your first permanent job? Can you support your family on the money you will make at top pay? Figure two budgets based on: (1) entry-level pay and (2) top pay scales.

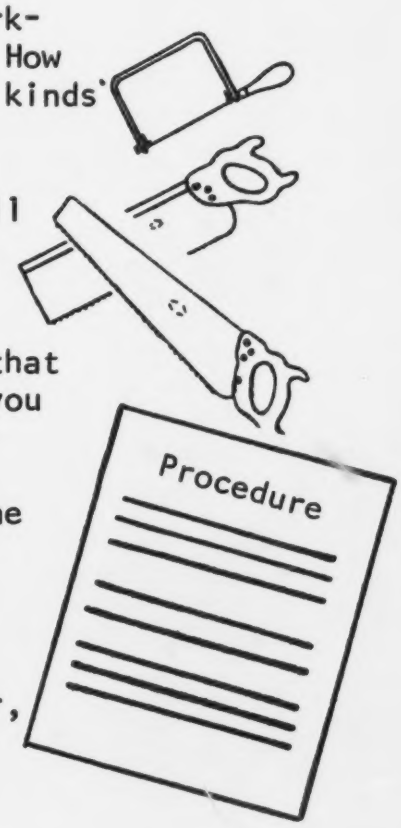
8. Your instructor has taught you to do a particular process one way. Is this the way it is done on your job? If not, how is it done on your job? Are there other businesses who might do it another way?

9. What safety and health hazards are connected with your job?

10. How much does it cost the employer for your "coffee breaks"? (Figure out the cost for one day, one week, one month, and one year.)

11. Choose one task you are required to do on your job that requires special tools or equipment. List the step-by-step procedure you must use in performing this task.

12. What is the arrangement of work space in your working area? How are tools arranged? (carpenter) How are records kept, and where are they kept? What kinds of supplies are kept in the work area?



13. Draw a diagram of the work area, showing where all work benches, equipment, walking areas, etc., are located.

14. Select one of the tasks you must do on your job that involves other people. List the procedure that you must follow in completing this task.

15. What is the correct way of answering the telephone at your work station? (or greeting visitors who enter the area?)

16. If an employee wanted to "check out" a certain record from your working area and go into another, what does he do? Is there a "check-out" system?

17. Observe a fellow employee on his job for a short time. Make a list of the kinds of tasks he must perform.

18. If money is handled in your work area, what are the procedures? Who keeps a record of the money? How is the record kept?

19. Are certain kinds of books or magazines important in your work area? If so, what are they? Why are they considered important?

20. Is there a special uniform that is required in your working area? If so, prepare a short report describing the uniform.

21. Do you have a desk or work area that is your own? How have you arranged the area so that you can get your work done better, faster, and more efficiently?

22. Example of activity related to occupation:
    a. If you are working in an office, what rules for typing business letters must you follow?
    b. How are table place settings in the restaurant where you work similar to (different from) those that you see demonstrated in the related class?

APPENDIX A

ALPHABET SOUP

BAT	Bureau of Apprenticeship and Training
BWTP	Bureau of Work-Training Program, U. S. Department of Labor
CAA	Community Action Agency, a local agency program funded by the Office of Economic Opportunity
CAMPS	Cooperative Area Manpower Planning System; the planning mechanism to coordinate all manpower programs at local, state, regional, and national levels
CAP	Community Action Program (same as CAA)
CEP	Concentrated Employment Program
CWTP	Community Work and Training Program
DOL	Department of Labor
DVR	Division of Vocational Rehabilitation
EDA	Economic Development Administration, U. S. Department of Commerce
EOA	Economic Opportunity Act of 1964
ES	Employment Service
HEW	U. S. Department of Health, Education and Welfare
HRD	Human Resources Development, a special service unit at the Employment Service to serve disadvantaged persons
HUD	U. S. Department of Housing and Urban Development
JOBS	Jobs in the Business Sector, under the leadership of National Alliance of Businessmen (NAB)
MDTA	Manpower Development and Training Act of 1962
NAB	National Alliance of Businessmen
NYC	Neighborhood Youth Corps
OEO	Office of Economic Opportunity
OIC	Opportunities Industrialization Center

OJT	On-the-job training
P. S.	Prime Sponsor
PSC	Public Service Careers (extension of New Careers Program)
RMA	Regional Manpower Administration, U. S. Department of Labor
WIN	Work Incentive Program
YOC	Youth Opportunity Centers, sponsored by the Employment Service

APPENDIX B

SOME RECENT REFERENCES FOUND IN EDUCATION LIBRARIES ON HOW SCHOOLS AND COLLEGES USE COOPERATIVE EDUCATION (1967-1970)

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APPENDIX C

COORDINATOR'S CHECK LIST FOR ESTABLISHING AN MDT-COOPERATIVE VOCATIONAL EDUCATION PROGRAM*

(Items in the approximate sequence in which they should be performed)

A. Before the program begins:

1. Review planned budget and make recommendations for any needed revisions.

2. Organize the steering committee (temporary advisory committee) with representatives of employers and employees for the occupational field(s) and from the Center and trainees.

3. Announce availability of the program and provide program information.

4. Interview and obtain information on potential trainees.

5. Identify trainees who are to be accepted for a cooperative vocational education program.

6. Describe expected trainee outcomes.
   a. Identify career goals and occupations.
   b. Specify needed competencies.
   c. Write statement of expected trainee outcomes.

7. Arrange for cooperative training with employers.
   a. Select training stations (employers of trainees).
   b. Explain the program purposes, policies, and procedures.
   c. Obtain training agreements.
   d. Select and appoint training sponsors (on-the-job trainers).
   e. Orient training sponsors.
   f. Develop training plans.

8. Arrange placement of trainees.
   a. Match trainees with training stations where they are likely to succeed and find satisfaction in the work.
   b. Arrange job interviews.

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*Adapted from A Guide for Cooperative Vocational Education, Minneapolis: College of Education, Division of Vocational and Technical Education, University of Minnesota, September, 1969, pp. 121-122.

c. Prepare trainees for job interviews and successful entry.
d. Check with employers on their decisions and follow up with individual conferences with trainees.
e. Continue arranging interviews until all trainees are placed.

9. Plan job-related instruction (in case of teacher-coordinator); assist whenever possible in planning related instruction with instructional staff (coordinator).

10. Order instructional materials.

B. <u>After the program begins</u>:

1. Make initial coordination calls as soon as possible in order to avoid problems and to assure a successful beginning for trainees and training sponsors.

2. Maintain a <u>continuous</u> program of coordination--seeing each trainee on a regular basis and whenever necessary.

3. Assist in arrangements with instructional staff and employers for individual study and interrelated instruction.

4. Organize a permanent advisory committee for specific occupational fields:
   a. Have appointment and announcement made by Center administration.
   b. Describe duties of the committee.
   c. Schedule meetings.

C. <u>After completion of the program</u>:

1. Schedule follow-up visitation to trainees at permanent job stations.

2. Consult with employers regularly as to ex-trainee's progress.

3. Assist the trainee with the solution of personal problems that inhibit his progress on the job.

APPENDIX D

COORDINATOR'S CHECK LIST OF RECOMMENDED PRACTICES FOR AN MDT-COOPERATIVE VOCATIONAL EDUCATION PROGRAM*

A. Trainees:

1. Trainees are placed in jobs matched to their abilities and interests and in which they are likely to be successful. The trainees meet the requirements of labor laws.

2. A system of admitting trainees to the program has been developed jointly with the State Employment Service, the participating employers, and the Center administration.

3. Programming procedures have been worked out with the approval of counselors and the administration (and employer).

4. A method of evaluation has been adopted.

5. Trainees receive full pay for cooperative training time.

6. Trainees are placed in work environments which are healthful and where safety standards are maintained.

B. Public Relations:

1. The instructional staff and administration have been oriented to the program.

2. The trainee population are informed about the program.

3. Procedures of the program have been developed in cooperation with the Center, community, labor and employer groups.

4. A planned program of spaced publicity has been developed.

5. Concerned groups in the community have been informed about the program.

6. Potential employers have been contacted and asked to participate.

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*Adapted from A Guide for Cooperative Vocational Education, Minneapolis: College of Education, Division of Vocational and Technical Education, University of Minnesota, September, 1969, pp. 123-125.

C. Coordination:

1. The coordinator has been allotted adequate coordination time, depending upon the number of trainees in the MDT-cooperative program and the co-op placement of each.

2. Each trainee works and learns under the direction of a training sponsor throughout the time he is in the co-op program.

3. A training agreement and on-the-job training plan have been arranged between the coordinator, each training sponsor, and the trainee.

4. The coordinator has a system of reporting to the administrators, counselors, and other instructors on the current status of the co-op program.

5. The coordinator (and employer) has a system for evaluating occupational experience and job performance.

6. Coordination calls are made to each training station on a regular basis, as individual needs dictate. At the beginning of the program or as individual problems arise, the coordinator needs to see the trainee on the job each day.

7. The coordinator implements a plan for job development.

D. Training Program:

1. The program prepares trainees for occupations which offer career opportunities and are "susceptible to advancement."

2. Provisions are made to keep the training up to date and in line with occupational changes.

3. A written statement of program purposes has been prepared and disseminated so that concerned individuals and groups understand the purposes of the program.

4. Long-range goals for groups to be served have been established, and priorities have been set.

5. Trainee and manpower needs are considered in the design of the program and in its long-range development.

6. Provisions are made for periodic and continuous evaluation of trainee outcomes and effects of the program on manpower and the community.

E. Related Instruction:

1. Provision has been made for institutional training related to the occupational experiences and career objectives of the trainees.

2. The competencies taught are correlated with the occupational field for which on-the-job training is given.

3. Provision is made for adequate facilities and equipment appropriate for the occupations to be taught and the needs of the trainees.

4. Job-related instructional materials are provided.

5. The methods of instruction and learning activities are designed to develop occupational competencies.

6. Trainees are prepared for occupational flexibility by learning how to learn a job effectively and efficiently because they are made aware of the process; and methods of learning are used that carry over into the learning of future jobs.

7. Trainees learn to accept responsibility for their own progress in learning a job and planning a career.

APPENDIX E

A SAMPLE LIST OF RESOURCE PERSONNEL*

Position	Name	Address	Telephone
State Director of Vocational Education			
State Supervisors/ Consultants:			
MDT			
Office			
Distributive			
Trade and Industrial			
Home Economics			
Special Needs			
_____			
_____			
_____			
Local SES Personnel:			
_____			
_____			
Teacher-Trainers (Co-op)			
_____			
_____			
Local Vocational Director (Public Schools)			
_____			
_____			
State/Local Social Support Agencies			
_____			
_____			
Local Union Council			
_____			
_____			

*This is merely a sample list and might include other personnel such as AMIDS staff.

APPENDIX F

STEP-BY-STEP JOB TRAINING PLAN*

Trainee _____ Training Objective Stock Clerk, Grocery

Future Career Objective (If Known) Store Manager

Training Station _____ Telephone _____

Training Sponsor/Supervisor _____

Department _____

Coordinator _____

Address _____ Telephone _____

JOB TRAINING EXPERIENCES	WORK PERIODS		RATING*	
	In Class	On-the-Job	In Class	On-the-Job
STOCK DUTIES:				
Receives and checks merchandise	X			
Reports stock damage, proper forms		X		
Truck unloading, proper lifting technique		X		
Moves stock to sales floor		X		
Learns dating system used		X		
Learns use of hand truck and dollies		X		
Care of empty bottle returns		X		
Others:				
SALES FLOOR WORK:				
Stocks shelves and uses stock rotation	X	X		
Directs customers around the store		X		
Keeps stock leveled	X			
Re-marks merchandise when necessary		X		
Covers certain merchandise at store closing		X		

*Excellent --E
Satisfactory --S
Unsatisfactory--U

*Adapted from Ronald J. Koski, "A Study of Five Job Classifications in the Distributive Field," An Independent Study, Michigan State University, August, 1965, pp. 43-44.

STEP-BY-STEP JOB TRAINING PLAN
(Continued)

JOB TRAINING EXPERIENCES	WORK PERIODS		RATING*	
	In Class	On-the-Job	In Class	On-the-Job
SALES FLOOR WORK: (Cont.)				
Learns to merchandise frozen foods		X		
Learns to merchandise produce		X		
Learns to merchandise grocery items		X		
Learns to merchandise non-grocery items		X		
Learns to merchandise dairy and eggs		X		
Others:				
DISPLAY AND ADVERTISING:				
Arranges store displays	X	X		
Places advertising materials in window	X	X		
Others:				
UP FRONT DUTIES:				
Filling the sack bins		X		
Instruction on proper bagging procedure	X	X		
Keeps baskarts ready for customer use		X		
Carry out customers orders		X		
Others:				
HOUSEKEEPING DUTIES:				
Sweeps and dusts store and fixtures		X		
Dusts stock		X		
Cleans shelves and counters		X		
Preparation of salvage for pickup		X		
Washing windows		X		
Others:				
COMMENTS:				

*Excellent --E
Satisfactory --S
Unsatisfactory--U

APPENDIX G

FILING SYSTEM*

DRAWER I. ADMINISTRATION AND PROGRAM RECORDS (RED LABELS)

Contains:

(1) The coordinator's records and correspondence necessary for control of the MDT program.
(2) The coordinator's own instructional materials such as units of instruction and examinations which are not for trainee use.
(3) Materials on organizing and operating cooperative programs that are usable by the coordinator, together with state manuals.

A. CORRESPONDENCE/RECORDS

1. Director
2. State Supervisor
3. Advisory Committee Minutes
4. Yearly Reports
5. Monthly Reports
6. State Newsletters
7. Name and Address File
8. Professional Associations
9. Research Reports/Evaluations
   a. Community Survey
   b. Follow-up Studies
10. Cooperative Program
   a. List of Trainees
   b. Class Rolls
   c. Folders
   d. Manuals
   e. Training Records

B. LOCAL/STATE REGULATIONS

1. Lay-out Equipment
2. Center Regulations
3. Reimbursement Forms
4. State Labor Laws
5. Federal Labor Laws
6. Curriculum Regulations
7. Travel Requests

C. PROGRAM/PLANNING/PROMOTION

1. Monthly Planning Calendars
2. Publicity Materials
3. Publicity Materials, Adult
4. Trade Associations
5. Civic-Social Associations

D. RESOURCE MATERIALS--STATE/NATIONAL

1. State Manuals
2. Coordinator's Manuals
   a. Vocational Education
   b. Organization of Cooperative Program
3. Bibliographies

E. INSTRUCTIONAL UNITS/COURSE OUTLINES FOR COOPERATIVE PROGRAMS

1. Distributive
2. Occupational Relations, General Related
3. Cooperative Office Related Instruction
4. Diversified Occupations Related Training

F. INSTRUCTIONAL MANUALS/INSTRUCTIONAL METHODS FOR ADULTS (Examples of Readings)

1. Christmas Sales Training
2. Credits and Collections
3. Dairy, Food and Meats
4. Drugs
5. Merchandising
6. Merchandising English and Mathematics
7. Personal Finance
8. Retailing
9. Salesmanship
10. Other Business Subjects
11. Office and Clerical Practice
12. Office Machines
13. Insurance Agency
14. Tourist Information
15. Small Business Management

DRAWER II. TECHNICAL INFORMATION (YELLOW LABELS)

Contains: Bulletins and other literature on the processes, operating procedures, and techniques of the occupation.

DISTRIBUTIVE OCCUPATIONS

A. MERCHANDISING

1. Organizing and Operating a Business
2. Food
3. Variety
4. Department Store
5. Discount Store
6. Apparel
7. Furniture and Home Furnishings
8. Automotive
9. Service Stations
10. Lumber and Building
11. Hardware
12. Eating Places
13. Drug Stores
14. Other Retail Businesses
15. Wholesaling Businesses
    a. Automobile Services
    b. Business Services
    c. Personal Services
    d. Tourist, Motels, Hotels

B. MERCHANDISE BUYING PROCESS

1. Resources--Where to Buy
2. Channels of Distribution
3. Methods of Market Contact
    a. Resident Buying Office
    b. Group Buying
    c. Salesmen
    d. Central Market
    e. Trade Papers
4. Selection Resources
5. Estimating Demand
    a. Open to Buy
    b. Stock Sales Ratio
6. How Much to Pay--Purchase Terms
7. Discounts
    a. Credit Terms
    b. Shipping Terms
    c. Special Buying Arrangements
    d. Writing the Order
8. Preparing the Goods for Selling
    a. Receiving Incoming Goods
    b. Checking the Goods
    c. Storing and Distributing
    d. Stock Arrangement
    e. Marking
    f. Inventory
9. Pricing
    a. Markup-Markdown
    b. Price Lines
    c. Merchandising Mathematics

C. SELLING

1. Sales Analysis
2. Buying Decisions and Motives
3. Customers
4. Gift Selling
5. Mail Order Selling
6. Outside Selling
7. Actual Sales
    a. Closing the Sale
    b. Objections
    c. Approach
    d. Presentation
    e. Problem Situation
    f. Substitutive Selling
    g. Suggestive Selling
8. Sales Idea File

D. PERSONNEL AND TRAINING

1. Employee Selection
2. Compensation
3. Promotion
4. Training
5. Labor-Management Relations

DRAWER II (Continued)

E. FINANCE AND CONTROL

1. Bookkeeping System
   a. Small Businesses
   b. Chain Stores
2. Billing and Invoicing
3. Capital Requirements
4. Store Operating Ratios
5. Automation and Accounting
6. Accounting Statements
7. Customer Credit
8. Expense Control
9. Store Systems
   a. Cash Register Systems
   b. Cash Sales
   c. Charge Sales
   d. Wrapping
10. Store Protection

F. STORE OPERATIONS

1. Sales Promotion and Publicity
2. Sales Events
3. Trading Stamps
4. Advertising
   a. Newspaper
   b. Magazines
   c. Radio
   d. Television
   e. Direct Mail
   f. Other Media
   g. Copy Layouts
5. Visual Merchandising
6. Store Location
7. Store Layouts
8. Store Equipment
9. Types of Store Organizations
10. Customer Services
11. Leased Departments

G. DISTRIBUTION--MARKETING

1. Channels of Distribution
2. History of Distribution
3. Functions of Distribution
4. Census Data
5. Trade Associations
6. Cost of Distribution
7. Marketing Research

H. GOVERNMENT RELATIONS AND BUSINESS LAW

1. Pricing
2. Advertising
3. Selling
4. Taxation
5. Credit
6. Business Law
7. Consumer Movement

OFFICE OCCUPATIONS

A. COMPUTATION

1. Adding Machines
2. Calculating Machines
3. Comptometer
4. Ten-Key Machines
5. Mental Processes
6. Recordkeeping
7. Cost Control
8. Budget
9. Petty Cash
10. Post Accounts Receivable

B. DUPLICATING

1. Direct or Liquid
2. Indirect or Gelatin
3. Offset
4. Photocopy
5. Stencil

C. COMMUNICATIONS

1. Automatic Typewriters
2. Communicative Services
3. Correspondence
4. Dictating Machines
5. Form Letters
6. Letter Costs
7. Mailing
8. Mechanical
9. Messenger
10. Office Correspondence
11. Office Reports
12. Recorders
13. Teleautograph
14. Teletypewriter
15. Telephone
16. Typing Practices

DRAWER II (Continued)

D. RECORDS MANAGEMENT

1. Filing
   a. Alphabetical
   b. Chronological
   c. Geographical
   d. Numerical
   e. Phonetic
   f. Subject
2. Equipment and Materials

E. OFFICE MANAGEMENT

1. Automation
2. Employee Relations
3. Meeting People
4. Equipment and Layout
5. Planning
6. Work Simplification

F. DATA PROCESSING

INDUSTRIAL OCCUPATIONS

Apprenticeable

A. AUTOMOTIVE BODY BUILDER REPAIRMAN

1. Automotive Body Building
2. Automotive Body Builder Repairman
3. Custom-body Builder
4. Truck and Trailer Body Builder

B. AUTOMOTIVE MECHANIC

1. Automotive Mechanic
2. Bus Mechanic
3. Heavy Duty Equipment Mechanic, Diesel
4. Motor Boat Mechanic
5. Motorcycle Mechanic
6. Tractor Mechanic
7. Truck Mechanic

C. BRICKLAYING

1. Brickmason
2. Stonemason

D. CARPENTRY

1. Construction
2. Maintenance
3. Cabinetmaker
4. Millman

E. DRAFTSMAN

1. Architectural
2. Detailer-draftsman
3. Electrical draftsman
4. Mechanical draftsman
5. Structural draftsman
6. Topographical

F. DRYCLEANER

G. ELECTRICAL

1. Cable Splicer Cableman
2. Electronic Technician
3. Lineman
4. Maintenance Man
5. Meterman
6. Radio Electrician
7. Repairer and Winder
8. Sign Electrician
9. Signal Systems Man

H. FLOOR COVERER

1. Linoleum, Soft Tile and Carpet

I. IRON WORKER

1. Bridge and Structural Steel Erector
2. Ornamental Iron Erector
3. Ornamental Metal Fabricator
4. Structural Steel Fabricator

J. MACHINIST

1. Automotive
2. Machinist (Any Industry)
3. Maintenance

K. MAINTENANCE MECHANIC--REPAIRMAN

L. PAINTING AND DECORATING

1. Automobile Painter
2. Furniture Finisher
3. Painter (Construction)
4. Paperhanger

M. PATTERNMAKING

1. Metal
2. Plaster
3. Wood

DRAWER II (Continued)

N. PHOTOGRAPHY

1. Commercial
2. Portrait

O. PLASTERING

1. Model-mold Maker
2. Plasterer

P. PLUMBING--PIPE FITTING

1. Cast Fitter, Pipe Fitter, Sprinkler
2. Plumber
3. Steamfitter

Q. PRINTING PRESSMAN

1. Compositor
2. Cylinder Pressman
3. Newspaper Pressman
4. Offset Pressman
5. Rotary Pressman

R. SHEETMETAL WORKING

1. Aircraft
2. Metal-sign Maker
3. Metal-Spinner
4. Sheet-Metal Worker

S. STATIONARY ENGINEER

1. Operating Engineer
2. Power House Engineer
3. Power House Operator

T. TOOL AND DIE MAKING

1. Die Casting Die Maker
2. Die Maker
3. Tool and Die Maker
4. Tool Maker

Non-Apprenticeable

A. APPLIANCE INSTALLATION AND SERVICE

1. Gas Appliance Services
2. Electrical Appliance Services
3. Household Appliance Installation Man

B. COIN MACHINE SERVICE

1. Coin Machine Repairman
2. Vending Machine Repairman

C. CARBURETION AND IGNITION SERVICE

1. Carburetor Man
2. Ignition Repairman

D. FLORIST--NURSERYMAN

1. Florist
2. Groundkeeper
3. Landscaper
4. Nurseryman

E. FURNACE INSTALLATION AND REPAIR

1. Furnace Installer and Repairman (Hot Air)
2. Oil Burner Installer and Serviceman

F. TAXIDERMY

G. WELDING

1. Arc
2. Acetylene
3. Combination

H. WHEEL ALIGNMENT

1. Chassis Mechanic

DRAWER III. PRODUCT AND MERCHANDISE INFORMATION (BLUE LABELS)

Contains: Information about products and merchandise

A. HARD LINES

1. Appliances
2. Auto Accessories
3. Books and Stationery
4. Electrical Supplies
5. Farm, Garden, and Nursery Supplies
6. Furniture
7. Housewares
8. Lumber and Building Materials
9. Office Equipment
10. Paints and Wallpaper
11. Petroleum
12. Plumbing and Heating
13. Silverware
14. Sporting Goods
15. Toys

B. SOFT LINES

1. Apparel
2. Fashion
3. Home Furnishing
4. Jewelry
5. Shoes
6. Textiles
   a. Clothing Construction
   b. Cotton
   c. Linen
   d. Miscellaneous
   e. Silk
   f. Synthetics
   g. Wool

C. FOOD AND DRUG

1. Bakery Products
2. Candy
3. Cosmetics
4. Dairy Products
5. Drugs
6. Fruits and Vegetables
7. Grocery Products
8. Meat Products

D. LABELS AND STANDARDS, GRADES

E. MISCELLANEOUS

DRAWER IV. OCCUPATIONAL INFORMATION (GREEN LABELS)

Contains: Information about specific occupations, obtaining further education, and general knowledges all workers should know.

A. GUIDANCE

1. Educational
2. Occupational
   a. Business Teaching
   b. Office
   c. Retailing
   d. Trade and Industrial
3. Social

B. PERSONAL DEVELOPMENT

1. Grooming and Health
2. Savings and Investment
3. Budgets

C. BUSINESS RELATIONS

1. Employer-Employee Relations
2. Labor Unions
3. Trade Associations
4. Safety on the Job
5. Labor Laws
6. Employee Manuals
7. Job Analysis
8. Taxes
9. Business Policies

D. CENTER/COMMUNITY RELATIONS

1. Orientation to Cooperative Programs
2. Getting a Job
3. Advancement and Promotion

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*Source: Ralph E. Mason and Peter G. Haines, Cooperative Occupational Education and Work Experience in the Curriculum, Danville, Illinois: The Interstate Printers and Publishers, Inc., 1965, pp. 502-508.

GLOSSARY*

Annualization	Financing institutional training programs in designated skills centers for twelve months or more by allocating sufficient funds and number of trainees to insure a predetermined level of operation.
Basic education	Programs which provide instruction to develop or improve occupationally related language and numerical skills.
CAMPS	The Cooperative Area Manpower Planning System which is designed to accomplish coordinated planning by local, State, regional and Federal planning committees.
CAMPS Coordinating Committee	The committee which is responsible for CAMPS at the State level.
Communication skills training	The development of the processes by which meaningful exchanges take place among individuals in occupational settings.
Cooperative occupational training	Education and training which provides for occupational instruction through school supervised learning experiences at a job site, including guidance, counseling, and work attitudes orientation.
Direction and supervision	The planning, development, evaluation, approval, management, administration, and operation of institutional training, guidance and counseling, and other supportive services, whether by the State agency or approved subdivisions of the State, necessary to carry out training responsibilities under the agreement.
Employability skills training	Training which provides occupational skills which affect an individual's employability, such as good work habits, conformity to expected standards of behavior as an employee, job finding skills, and attitudes essential to satisfactory occupational adjustment.

*REGULATIONS APPLICABLE TO TRAINING PROGRAMS UNDER MANPOWER DEVELOPMENT AND TRAINING ACT OF 1962, As Amended, Washington, D. C.: U. S. Department of Health, Education and Welfare, January 28, 1969, 34:18, pp. 1313-1319.

Institutional training	A systematic sequence of instruction designed to impart predetermined skills, knowledge, information, attitudes, or abilities for a particular occupation or for designated educational objectives by an institutional training facility. It includes but is not limited to basic education, prevocational, vocational and technical training, refresher and part-time training, employability and communication skills training, cooperative occupational training, and guidance and counseling.
Institutional training facility	A public or private educational or training facility or institution, including skills centers, which provides training under a State agreement or by direct arrangement.
Part-time training	Training of at least six and not more than twenty hours a week.
Prevocational training	A variety of pretraining education activities provided as part of an occupational training program or as a separate program, and includes but is not limited to basic education, skill exploration, work attitudes orientation, and individual counseling to assist referrals to determine the occupational areas in which they should be trained.
Prime time	The usual daytime working hours of the local business community.
Private	Applied to any institutional training facility, means not under public supervision and control.
Public	Applied to any institutional training facility, means under public supervision and control.
Referral	A person selected for training by the Secretary, U. S. Department of Labor, or his duly authorized representative.
Refresher training	Short intensive training for unemployed or potentially unemployed professional persons who are not preparing for initial employment in a professional occupation but who need to develop their particular professional skills or a new skill so as to maintain their present employment or to qualify for new employment within their professions.

Skills center	A Manpower Training Skills Center which is a centralized self-contained facility, operating on a continuous prime-time basis, generally under public supervision or control, and especially designed to provide institutional training, guidance and counseling, and supportive services.
Training	Same definition as institutional training.
Training facility	Same definition as institutional training facility.
Training project	A training program for a given number of referrals, either on a class or individual referral basis.

OE 6000 (REV. 9-66)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

ERIC REPORT RESUME

(TOP)

ERIC ACCESSION NO.

CLEARINGHOUSE ACCESSION NUMBER

RESUME DATE 06-01-70 | P.A. | T.A.

IS DOCUMENT COPYRIGHTED? YES ☐ NO ☒

ERIC REPRODUCTION RELEASE? YES ☒ NO ☐

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TITLE

100 APPLYING THE COOPERATIVE PLAN OF INSTRUCTION TO MANPOWER PROGRAMS
101 (A Handbook for Supervisors and Coordinators)
102
103

PERSONAL AUTHOR(S)

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INSTITUTION (SOURCE) Research and Development Program in Vocational-Technical
300 Education, Michigan State University, East Lansing, Michigan — SOURCE CODE

310 REPORT/SERIES NO. -----

OTHER SOURCE
320 ----- — SOURCE CODE

330 OTHER REPORT NO. -----

OTHER SOURCE
340 ----- — SOURCE CODE

350 OTHER REPORT NO. -----

400 PUB'L. DATE 05-15-70 | CONTRACT/GRANT NUMBER -----

PAGINATION, ETC.

500 155 pages
501

RETRIEVAL TERMS

600 Cooperative Education, MDT-Cooperative Programs, Cooperative Plan of Instruction,
601 Manpower Programs
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603
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IDENTIFIERS

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ABSTRACT

800 APPLYING THE COOPERATIVE PLAN OF INSTRUCTION TO MANPOWER PROGRAMS was planned
801 and developed for supervisors and coordinators of Manpower Development and Train-
802 ing cooperative programs with two fundamental needs expressed: (1) the need for
803 the supervisor or coordinator of the MDT-cooperative program to have a basic
804 understanding of manpower programs; and (2) the need for the supervisor or coordi-
805 nator to understand the basic elements of the administration and operation of the
806 MDT-cooperative program as well as the coordinator's responsibility in working
807 with the program.
808
809
810 In addition to basic information provided for an understanding of manpower
811 programs--goals, programs, trainees, background of the use of the cooperative
812 plan of instruction in MDT--the coordinator will find an overview of the
813 cooperative plan of instruction, its features and outcomes.
814
815 The "how to do" portion of the Handbook emphasizes the organization and adminis-
816 tration of an MDT-cooperative program, the development of the cooperative training
817 station, and the correlation and coordination of related instruction with on-the-
818 job experiences. A glossary is included as well as many sample forms.
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822